New Jersey Student Learning Standards   
English Language Arts   
(NJSLS-ELA)

Office of Standards, Division of Teaching and Learning Services  
New Jersey Department of Education

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## Introduction

N.J.A.C. 6A:8-2.1 directs the Commissioner to engage in the review and readoption of the New Jersey Student Learning Standards (NJSLS) every five years. The English Language Arts (ELA) and Mathematics standards were most recently adopted in 2016; the review process began in July of 2022. After six weeks of intensive discussion, recommendations for revisions are proposed by four external working committees.

The week of July 25, 2022, the expert committees met virtually for three full days to discuss the content and the recent challenges of implementation of the 2016 NJSLS. Members conducted a literature scan of recent research related to English language arts and mathematics teaching and learning, Common Core State Standards implementation, and post pandemic findings related to student performance during and after the COVID-19 global pandemic. The committee members shared their findings and engaged in discussion, considering if and how each study might inform the revision of the NJSLS. The committees deliberated and developed a formal set of recommendations to share with the writing team. The committees also provided the writing and implementation teams with selected, relevant peer-reviewed literature references.

The ELA and Math writing teams met throughout the month of August for six semi-weekly, full day, virtual meetings on August 2, 4, 9, 11, 16, and 18, 2022. The writing committees were grouped into grade band expertise throughout the month for targeted reviews. Each grade band group reviewed the report of recommendations composed by the expert review committee and proposed specific language changes and modifications to the standards. Each proposed change required clear justification from the expert review, based on the research provided. The potential impact on educators, including the need for professional development, was considered heavily. Grade band groups reconvened as an entire writing committee to ensure learning progressions remained intact, developmentally appropriate, and coherent across grade levels K–12.

Please note that there are no proposed revisions for the domain of Speaking and Listening, and the set of Companion Standards has been integrated throughout the domains of Reading and Writing in grades 6–12.

## Interpretation of the Proposed Revisions

The draft NJSLS are featured in this document, arranged by grade level expectations. The document follows the NJDOE Style Guide with respect to structuring Administrative Code rulemakings and related content.

Deletions are signaled with square brackets [ ] and one of the following:

1. the text {begin deletion} and {end deletion}; or
2. an explanatory footnote.

For example:

{begin deletion}

[NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.]

{end deletion}

New language is signaled with **bolded** text, and one of the following:

1. the text {begin new} and {end new}; or
2. an explanatory footnote.

For example:

{begin new}

**(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret** **figurative and connotative word meanings, including shades of meaning based on word relationships and context.**

{end new}

Revisions that are complex or repeat in a specific pattern are signaled with one, or both, of the following:

1. text before the revision; and/or
2. an explanatory footnote.

For example:

{For all of the grade 3 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.3.1, "PE" is new.}

SL.**PE.**3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

## Summary of Changes to NJSLS ELA

The expert review and writing teams revised the NJSLS ELA in the following ways:

1. Clarified and bolstered critical expectations in K–5 Foundational Reading skills by enhancing the performance indicators that: focus on decoding and encoding words, analyzing word parts and recognizing words; reinforce the awareness of segments of sounds in speech and how they link to letters; develop reading accuracy, fluency and comprehension; and highlight broad oral language skills (inferential, narrative language and academic vocabulary).
2. Created K–5 Foundational Writing expectations to complement the K–5 Foundational Reading section. Early writing foundations now include sound-letter basics; letter formation and building stamina; spelling; elements of grammar; sentence composition; and the development of writing skills and habits.
3. Modified redundant standards that were repeated across multiple grade levels, clearly describing changes in developmental complexity over time.
4. Clearly delineated between literature and informational texts to ensure that the associated anchor standards and progress indicators demonstrate distinct knowledge and skills related to each text type (text features, text structures). Explicitly included references to text structures and features at appropriate grade bands and reduced the significant redundancy across Reading and Writing expectations and the Companion Standards.
5. Revisited the anchor standards and the expectations within the Language Strands and merged the content where appropriate to reduce redundancy within the strand and across multiple strands.
6. Honored the significant digital and virtual shifts in communication that have occurred since the 2016 adoption of the NJSLS. Integrated and amplified the use of multimodal formats and text sets and the synthesis of content across diverse formats.
7. Formatted the layout of domains differently, prioritizing the Language Domain to underscore the critical importance of developing foundational reading and writing skills.
8. Created a set of ELA Practices that support the K–12 development of students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas.
9. Crafted a vision for ELA/Literacy Education that includes and honors the need for scaffolding concepts and skills throughout the grades, multi-language learning and the need for culturally/linguistically responsive practices.
10. Recommended no changes be made to the domain of Speaking and Listening.

## A Note on the Expansion of Foundational Skills

During their comprehensive review, the expert committee noted that the complexities of writing processes appear to be underexamined in the original Common Core State Standards (CCSS) and the New Jersey Student Learning Standards (NJSLS) adopted in 2016. They highlighted the four subheadings found in Foundational Skills: Reading, Print Concepts, Phonological Awareness*,* and Phonics and Word Identification, which are also foundational for children’s abilities to put words on a page. Graphophonic relationships, morphology, syntax, and features of text underscore both reading and writing but were not well developed in previous CCSS/NJSLS versions. The reviewers also highlighted that Fluency may be produced differently in reading, but the ability to encode automatically, with well-blended skills of letter formation, spelling, capitalization, and punctuation, is critical to free working memory for other composition processes.

Several other foundational skills for writing did previously appear in the 2016 Language Domain, which may have inadvertently created an artificial separation of foundational skills from other composition processes. Additionally, this placement serves to conflate skills that are integral to writing processes with the concepts about various aspects of language and how it functions (e.g. parts of speech, types of sentences). The expert review team suggested revisions to the NJSLS that acknowledge the complexity of writing processes as it currently does for reading. Creating a section focused on Foundational Skills for Writing was the proposed action, which was considered and carefully crafted by the NJSLS review committee from the body of research and evidence around foundational literacy skills.

## A Note on the Inclusion of Climate Change Opportunities This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. The standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

The revisions to the NJSLS – ELA reflect the changing ways in which humans connect through the modes of communication (reading, writing, speaking and listening), leveraging new technologies, media and platforms to engage with and learn from others. Students are using more tools for communication than ever before, creating increasing opportunities for students around the world to share, organize, and problem-solve together, and climate change advocacy is a common thread across the globe. The ability for students to critically understand the arguments, claims and messages shared by others and learning the specific communication skills to take action is paramount. Informed and reasoned discussion about climate change must occur in the public sphere, and New Jersey’s classrooms will support students’ inquiry into new realities, engagement in civilized discussion, and the enactment of change. New Jersey is developing a generation of students that can create alternate discourses to change the present and shape the future. The content area of English Language Arts develops the ability and responsibility to excite, inspire, and empower students to recognize this potential and become involved in the issues of our age, which include climate change and environmental justice.

Throughout the 2023 New Jersey Student Learning Standards in English Language Arts and Mathematics, standards that may be leveraged in support of climate change instruction can been identified through the green icon featured above. This icon encourages educators to utilize the specific standard in interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented.

### Comparison of NJSLS ELA Frameworks

Figure 1: NJSLS ELA 2016

[Text Version of Figure 1](#_Text_Version_of)

Figure 2: Proposed NJSLS ELA 2023

[Text Version of Figure 2](#_Text_Version_of_1)

\*The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

{begin new}

## **Vision for English Language Arts Education in New Jersey**

**An 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 global citizens. Throughout their kindergarten through grade 12 experience, students will:**

* **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
* **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
* **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
* **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
* **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
* **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
* **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
* **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.**

## **Practices of English Language Arts**

**The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.**

**Student capacities include:**

* **Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.**
* **Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.**
* **Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.**
* **Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.**
* **Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.**
* **Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one’s own identity, as well as understand, connect to and respect other perspectives and cultures.**

{end new}

## Language Domain Anchor Statements

{begin new}

### **Language: System and structure, effective use, and vocabulary**

**The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.**

#### **(RF) Foundational Skills: Reading Language**

**By the end of grade 5, develop understanding and conceptual knowledge of print, the alphabetic principle, and other basic conventions of written English.**

#### **(WF) Foundational Skills: Writing Language**

**By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.**

{end new}

{begin deletion}

[NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.]

[NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.]

{end deletion}

**(SS) System and Structure of Language**. **By the end of grade 12,** demonstrate command of [the conventions of standard English] grammar and usage, capitalization, punctuation, and spelling [when writing].[[1]](#footnote-2)

{begin deletion}

[NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.]

{end deletion}

{begin new} **(KL) Knowledge of Language. By the end of grade 12,** {end new} apply knowledge of language {begin new} **and command of vocabulary** {end new}to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[NJSLSA.L4.] **(VL) Vocabulary Acquisition, Use and Literal Meaning. By the end of grade 12,** determine the meaning of unknown and multiple-meaning words using [context clues, analyzing meaningful word parts] **word analysis, word solving strategies,** and consulting general and specialized reference materials, as appropriate.[[2]](#footnote-3)

{begin deletion}

[NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.]

[NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.]

{end deletion}

{begin new}

**(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret** **figurative and connotative word meanings, including shades of meaning based on word relationships and context.**

{end new}

## Reading Domain Anchor Statements

{begin new}

### **Reading: Text complexity and the growth of comprehension**

**The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.**

{end new}

{For the following three anchor statements, the old code was replaced with a new code and the text "by the end of grade 12 was added." For example, "NJSLSA.R1" was replaced with "(CR) Close Reading of Text" followed by the text "By the end of grade 12."}

[NJSLSA.R1.]. **(CR) Close Reading of Text: By the end of grade 12,** read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[NJSLSA.R2.] **(CI)** **Central Ideas and Themes of Texts: By the end of grade 12,** determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[NJSLSA.R3]. **(IT)** **Interactions Among Text Elements: By the end of grade 12,** analyze how and why individuals, events, and ideas develop and interact over the course of a text.

{begin deletion}

[NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.]

{end deletion}

[NJSLSA.R5.] **(TS)** **Text Structure:** **By the end of grade 12,** analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.[[3]](#footnote-4)

[NJSLSA.R6.] **(PP)** **Perspective and Purpose in Texts**: **By the end of grade 12,** assess how [point of view] **perspective** or purpose shapes the content and style of a text.[[4]](#footnote-5)

{For the following four anchor statements, the old code was replaced with a new code and the text "by the end of grade 12 was added." For example, "NJSLSA.R7." was replaced with "(MF) Diverse Media and Formats" followed by the text "By the end of grade 12."}

[NJSLSA.R7.] **(MF)** **Diverse Media and Formats: By the end of grade 12,** synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

[NJSLSA.R8.] **(AA) Analysis of an Argument:** **By the end of grade 12,** evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

[NJSLSA.R9.] **(CT)** **Comparison of Texts: By the end of grade 12,** analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

{begin deletion}

[NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.]

{end deletion}

## Writing Domain Anchor Statements

{begin new}

### **Writing: Text types, responding to reading, and research**

**The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.**

{end new}

{For the following three anchor statements, the old code was replaced with a new code and the text "by the end of grade 12 was added." For example, "NJSLSA.W1" was replaced with "(AW) Argumentative Writing" followed by the text "By the end of grade 12."}

[NJSLSA.W1.] **(AW)** **Argumentative Writing: By the end of grade 12,** write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[NJSLSA.W2.] **(IW)** **Informative and Explanatory Writing**: **By the end of grade 12,** write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content**.**

[NJSLSA.W3.] **(NW)** **Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

{begin deletion}

[NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.]

{end deletion}

[NJSLSA.W5]. **(WP)** **Writing Process:** **By the end of grade 12,** develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.[[5]](#footnote-6)

{begin deletion}

[NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.]

{end deletion}

[NJSLSA.W7.] **(WR)** **Writing Research**: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.[[6]](#footnote-7)

[NJSLSA.W8.] **(SE)** **Sources of Evidence:** **By the end of grade 12,** gather relevant information **and evidence** from multiple [print and digital] sources **to support** **analysis, reflection, and research**, **while** assess**ing** the credibility and accuracy of each source, and integrat[e]**ing** the information while avoiding plagiarism.[[7]](#footnote-8)

{begin deletion}

[NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.]

{end deletion}

[NJSLSA.W10**.**] **(RW)** **Range of Writing:** **By the end of grade 12,** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.[[8]](#footnote-9)

## Speaking and Listening Anchor Statements

{begin new}

### **Speaking and Listening: Flexible communication and collaboration**

**Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.**

{end new}

{For the following six anchor statements, the old code was replaced with a new code and the text "by the end of grade 12 was added." For example, "NJSLSA.SL1." was replaced with "(PE) Participate Effectively" followed by the text "By the end of grade 12."}

[NJSLSA.SL1.] **(PE)** **Participate Effectively:** **By the end of grade 12,** prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

[NJSLSA.SL2.] **(II)** **Integrate Information:** **By the end of grade 12,** integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[NJSLSA.SL3.] **(ES)** **Evaluate Speakers:** **By the end of grade 12,** evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

[NJSLSA.SL4.] **(PI)** **Present Information:** **By the end of grade 12,** present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

[NJSLSA.SL5.] **(UM) Use Media:** **By the end of grade 12,** make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

[NJSLSA.SL6.] **(AS) Adapt Speech:** **By the end of grade 12,** adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Kindergarten

### Language Domain

#### Foundational Skills: Reading Language

##### Print Concepts

{The letter "L" was added at beginning of the standard code.}

**L**.RF.K.1. Demonstrate understanding of the organization and basic features of print.

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.

##### Phonological Awareness

{The letter "L" was added at beginning of the standard code. D is new. Consequently, what was D is now E, and what was E is now F.}

**L.**RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1. Recognize and produce rhyming words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Blend and segment onsets and rimes of single-syllable spoken words.
4. {begin new} **Orally repeat multi-syllable words and pronounce the separate syllables.** {end new}

[D].**E**. Isolate and pronounce the initial, medial [vowel,] and final sounds (phonemes) in [three-phoneme (consonant-vowel-consonant, or CVC)] **in spoken, single-syllable** words. (This does not include [CVCs ending with] **simple syllables that do not include final** /l/, **/m/,** /r/, or /x/ **sounds and consonant blends).[[9]](#footnote-10)**

[E]**F**. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

##### Phonics and Word Recognition

{The letter "L" was added at beginning of the standard code. D is new. Consequently, what was originally D is now E, and what was originally E is now F.}

**L.**RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. Read high-frequency [and sight] words **grade level irregular words** with automaticity. [[10]](#footnote-11)
4. {begin new} **Recognize the parts of high-frequency words that are regular and the parts that are irregular.** {end new}

[D]**E**. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

##### Fluency

{The letter "L" was added at beginning of the standard code.}

**L.**RF.K.4. Read emergent**-reader** text**s** **(decodable texts, including words with one-to-one letter-sound correspondences) orally** with [one-to-one correspondence to develop fluency and] **sufficient decoding accuracy to support** comprehension [skills]. [[11]](#footnote-12)

{begin deletion}

[

1. Read emergent-readers with purpose and understanding.
2. Read grade level text for purpose and understanding.]

{end deletion}

#### Foundational Skills: Writing Language

{begin new}

##### **Sound-Letter Basics**

**L.WF.K-1.1. Demonstrate command of the conventions of writing.**

1. **Match upper and lowercase letters.**
2. **Write upper and lowercase letters, with reference to a model.**
3. **Write left to right and include a space between words.**
4. **Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.**
5. **Write the upper and lowercase alphabets from memory.**
6. **Write a common grapheme (letter or letter group) for each phoneme.**
7. **Orally segment the phonemes in any single syllable, spoken word.**
8. **Recognize that each syllable is organized around a vowel sound.**

##### **Spelling**

**L.WF.K-1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:**

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).**

##### **Sentence Composition (Grammar, Syntax, and Punctuation)**

**L.WF.K-1.3. Demonstrate command of the conventions of sentence composition.**

1. **Repeat a sentence, identifying how many words are in the sentence.**
2. **Write simple sentences.**
3. **Capitalize the first word in a sentence and include spaces between words.**
4. **Use end punctuation.**
5. **Use manipulatives or digital tools to construct complete sentences.**
6. **Write sentences with increasing complexity.**
7. **Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.**
8. **Capitalize days of the week, month and names of people.**
9. **Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.**
10. **Use commas in dates and to separate single words in a series.**
11. **Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.**
12. **Write statements in response to questions, and questions transformed from statements, using conventional word order.**
13. **Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.**
14. **Use conjunctions appropriately in sentences (e.g., and, but, so, and because).**
15. **Use capitals for the first word in a sentence and proper names.**

{end new}

{begin deletion}

[L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Print many upper- and lowercase letters.
2. Use frequently occurring nouns and verbs.
3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
6. Produce and expand complete sentences in shared language activities.]

[L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize the first word in a sentence and the pronoun I.
2. Recognize and name end punctuation.
3. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.]

{end deletion}

L.**KL.**K.[3]**1**. [(Begins in grade 2)] **With prompting and support, develop knowledge of language and its conventions when speaking and listening.[[12]](#footnote-13)**

{begin new}

1. **Use frequently occurring nouns and verbs.**
2. **Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**
3. **Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**
4. **Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**
5. **Produce and expand complete sentences in shared language activities.**

{end new}

{L.K.4 changed to L.VL.K.2.}

L.**VL**.K.[4]**2**. {begin new} **With prompting and support, ask and answer questions to help** {end new} determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
2. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

{L.K.5changed to L.VI.K.3.}

L.**VI**.K.[5]**3**. With guidance and support from adults, explore word relationships and nuances in word meanings.

1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

{begin deletion}

[L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.]

{end deletion}

### Reading Domain

{For the all of the kindergarten reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.K.1, "CR" is new.}

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

RI.**CR**.K.1 With prompting and support, ask and answer questions about key details in a**n** {begin new} **informational** {end new} text (e.g., who, what, where, when, why, how).

RL.**CI.**K.2. With prompting and support, {begin new} **identify the central message and** {end new} retell familiar {begin deletion} [stories] {end deletion} literary texts, including key details (e.g., who, what, where, when, why, how).

RI.**CI.**K.2. With prompting and support, identify the main topic **of an informational text** and[retell] key details [of a text] **(e.g., who, what, where, when, why, how)**.[[13]](#footnote-14)

RL.**IT**.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.**IT**.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

{begin deletion}

[RL.K.4. Ask and answer questions about unknown words in a text.]

[RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.]

{end deletion}

{RL.K.5 changed to RL.TS.K.4.}

RL.**TS.**K.[5]**4**. Recognize common types of {begin new} **literary** {end new} texts (e.g., storybooks, poems) {begin new} **and identify features of print (front cover, back cover, and title page of a book).** {end new}

{RI. K.5. changed to RI.TS.K.4.}

RI.**TS.**K.[5]**4**. **Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and** identify [the] **features of print (e.g.,** front cover, back cover, and title page of a book**)**.[[14]](#footnote-15)

{RL.K.6waschanged toRL.PP.K.5.}

RL.**PP.**K.[6]**5**. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

{RI.K.6 was changed to RI.PP.K.5.}

RI.**PP.**K.[6]**5**. {begin new} **With prompting and support,** {end new} name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

{RL.K**.**7**.** was changed to RL.MF.K**.**6.}

RL.**MF.**K**.**[7]**6.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

{RI**.**K.7 was changed to RI.MF.K.6.}

RI.**MF.**K.[7]**6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). {begin new} **(In a science unit students may look at images of the impacts humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text.)**  {end new

{begin deletion}

[RL.K.8. N/A in literature]

{end deletion}

{RI.K.8 was changed to RI.AA.K.7}

RI.**AA.**K.[8]**7**. With prompting and support, identify the reasons an author gives to support points in a text.

{RL.K.6was changed toRL.PP.K.5.}

RL.**CT.**K.[9]**8.** With prompting and support,[compare and contrast the adventures and experiences of characters in familiar stories] **identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).[[15]](#footnote-16)**

RI.**CT.**K**.**[9]**8.** With prompting and support, identify basic similarities in and differences between two {begin new} **informational** {end new} texts on the same topic (e.g., {begin new}**characters, experiences**, {end new} illustrations, descriptions, or procedures).[[16]](#footnote-17)

{begin deletion}

[RL.K.10. Actively engage in group reading activities with purpose and understanding.]

[RI.K.10. Actively engage in group reading activities with purpose and understanding.]

{end deletion}

### Writing Domain

{For the all of the kindergarten writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.K.1, "AW" is new.}

W.**AW.**K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces {begin deletion} [in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the] {end deletion} **on** topic**s** or [book] **texts** (e.g., My favorite book is...).[[17]](#footnote-18)

W**.IW.**K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts {begin deletion} [in which they name what they are writing about and supply some information about the topic] {end deletion} {begin new} **to convey ideas**. **(Students may draw, dictate, and compose text that explains their design solution for reducing the impact that humans have on the environment.)** 

1. **Introduce a topic.**
2. **Develop the topic with at least two facts or other information and examples related to the topic, including pictures.**

{end new}

W.**NW.**K.3. Use a combination of drawing, dictating, and writing to narrate {begin deletion} [a single event or several loosely linked events, tell about the events in the order in which they occurred, and] {end deletion} {begin new} **real or imagined experience or events**.

1. **Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).**
2. **Provide limited details of experiences, events, or characters.** {end new}
3. Provide a reaction to [what happened] **the experiences or events. [[18]](#footnote-19)**

{begin deletion}

[W.K.4. (Begins in grade 3)]

{end deletion}

W.**WP.**K.[5]**4**. With [guidance] **prompts** and support **from adults**, [strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details)] **recognize that writing carries a message and should make sense to others.[[19]](#footnote-20)**

{begin deletion}

[W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.]

{end deletion}

W.**WR.**K.[7]**5**. [Participate in] **With prompting and support, generate questions through** shared research [and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)] **in response to a topic, text, or stimulus (e.g. event, photograph, video, book)**.[[20]](#footnote-21)

W.**SE.**K.[8]**6**. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

{begin deletion}

[W.K.9. (Begins in grade 4)]

{end deletion}

W.**RW.**K.[10]**7**. [(Begins in grade 3)] {begin new} **With prompting and support, engage in brief but regular writing and drawing tasks** {end new}**.[[21]](#footnote-22)**

### Speaking and Listening Domain

{For the all of the kindergarten speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.K.1, "PE" is new.}

SL.**PE.**K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. {begin new} (S**tudents may use information from texts that they have read and written to discuss their observations of how people impact the local environment.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{begin new}

1. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
2. Continue a conversation through multiple exchanges.

SL.**II.**K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.**ES.**K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.**PI.**K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.**UM.**K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.**AS.**K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

## Grade 1

### Language Domain

#### Foundational Skills: Reading Language

##### Print Concepts

**L.**RF.1.1. Demonstrate mastery of the organization and basic features of print **(**including those listed under [Kindergarten foundation skills] L.RF.K.1); [A.] recognize **and understand** the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).[[22]](#footnote-23)

##### Phonological Awareness

{The letter "L" was added at beginning of the standard code.}

**L**.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

1. Distinguish long from short vowel sounds in spoken single-syllable words.
2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

##### Phonics and Word Recognition

{The letter "L" was added at beginning of the standard code. F and G are new.}

**L.**RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

1. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
2. Decode regularly spelled one-syllable words.
3. Know final -e and common vowel team conventions for representing long vowel sounds.
4. Distinguish long and short vowels when reading regularly spelled one-syllable words.
5. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**F.** {begin new} **Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).**

**G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.** {end new}

##### Fluency

{The letter "L" was added at beginning of the standard code.}

**L**.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

{begin new}

##### **Sound-Letter Basics**

**L.WF.1.1. Demonstrate command of the conventions of writing.**

1. **Write the upper and lowercase alphabets from memory.**
2. **Write a common grapheme (letter or letter group) for each phoneme.**
3. **Orally segment the phonemes in any single syllable, spoken word.**
4. **Recognize that each syllable is organized around a vowel sound.**

##### **Spelling**

**L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:**

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

##### **Sentence Composition (Grammar, Syntax, and Punctuation)**

**L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills.**

1. **Write sentences with increasing complexity.**
2. **Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.**
3. **Capitalize days of the week, month and names of people.**
4. **Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.**
5. **Use commas in dates and to separate single words in a series.**
6. **Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.**
7. **Write statements in response to questions, and questions transformed from statements, using conventional word order.**
8. **Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.**
9. **Use conjunctions appropriately in sentences (e.g., and, but, so, and because).**
10. **Use capitals for the first word in a sentence and proper names.**

{end new}

{begin deletion}

[L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Print all upper- and lowercase letters.
2. Use common, proper, and possessive nouns.
3. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
4. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
5. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
6. Use frequently occurring adjectives.
7. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
8. Use determiners (e.g., articles, demonstratives).
9. Use frequently occurring prepositions (e.g., during, beyond, toward).
10. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.]

[L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize dates and names of people.
2. Use end punctuation for sentences.
3. Use commas in dates and to separate single words in a series.
4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.]

{end deletion}

{For the next three standards, the two letters after "L" in the codes are new. For example, in L.KL.1.1, "KL" is new.}

L.**KL**.1.[3].**1.** [(Begins in grade 2)] {begin new} **With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.** {end new}[[23]](#footnote-24)

L.**VL**.1.[4].**2.** {begin new} **Ask and answer questions to** {end new} determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.[[24]](#footnote-25)

1. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
2. {begin new} **Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** {end new}

{L.I.5 was changed to L.VI.3.}

L.**VI.**1.[5]**3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

{A and E are new. Consequently, A became B, B became C, and C became D.}

1. {begin new} **Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** {end new}

[A] **B**. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

[B] **C**. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

[C] **D**. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

{begin new}

**E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings**.{end new}

### Reading Domain

{For the all of the grade 1 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.1.1, "CR" is new.}

RL.**CR**.1.1. Ask and answer questions about key details in a {begin new} **literary** {end new} text {begin new} **(e.g., who, what, where, when, why, how).** {end new}

RI.**CR**.1.1. Ask and answer questions about key details in a**n** {begin new} **informational** {end new} text {begin new} **(e.g., who, what, where, when, why, how).** {end new}

RL.**CI.**1.2. **Determine central message and** retell [stories, including key details, and demonstrate understanding of their central message or lesson] **a sequence of events in literary texts (e.g., who, what, where, when, why, how).[[25]](#footnote-26)**

RI.**CI.**1.2 [Ask and answer questions about] **Determine main topic and retell a series of**  key details in [a] **informational** text**s (e.g., who, what, where, when, why, how).[[26]](#footnote-27)**

RL.**IT**.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RI.**IT**.1.3. Describe [the connection between two individuals, events, ideas, or pieces of information] **relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) with**in a text.[[27]](#footnote-28)

{begin deletion}

[RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.]

[RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.]

{end deletion}

{RL.1.5 was changed to RL.TS.1.4.}

RL.**TS.**1.[5]**4**. {begin new} **With prompting and support,** {end new}explain major differences between books that tell stories and books that give information {begin new} **recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while** {end new} drawing on a wide reading of a range of text types.

RI.**TS.**1.[5]**4**. [Know and use] **With prompting and support, explain major differences between books that tell stories and books that give information, identifying** various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text **while drawing on a wide reading of a range of text types.[[28]](#footnote-29)**

{RL.1.6 was changed to RL.PP.1.5.}

RL.**PP.**1.[6]**5**. Identify who is telling the story at various points in a text.

{RI.1.6. was changed to RI.PP.1.5.}

RI.**PP.**1.[6]**5**. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

{RL.1**.**7 was changed to RL.MF.1.6.}

RL.**MF.**1**.**[7]**6.** {begin new} **With prompting and support,** {end new} use illustrations and details in a story to describe its characters, setting, or events.

{RI.MF**.**7 was changed to RI.MF.1.6. Climate change icon was added.}

RI.**MF.**1**.**[7]**6.** **With prompting and support,** use [the illustrations and details in a text] **text features (e.g. diagrams, tables, animations)** to describe [its] key ideas. **(In a science unit students my look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)** [[29]](#footnote-30)

{begin deletion}

[RL.1.8. N/A in literature]

{end deletion}

{RI.1.8. was changed to RI.AA.1.7.}

RI.**AA.**1.[8]**7**. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RL.**CT.**1**.**[9]**8**. [Compare and contrast the adventures and experiences of] **Identify similarities in and differences between two literary texts on the same topic (e.g.,** characters [in stories]**, experiences, illustrations, descriptions, or procedures).[[30]](#footnote-31)**

RI.**CT.**1**.**[9]**8.** Identify [basic] similarities in and differences between two **informational** texts on the same topic (e.g., [in] **characters, experiences,** illustrations, descriptions, or procedures).[[31]](#footnote-32)

{begin deletion}

[RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.]

[RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.]

{end deletion}

### Writing Domain

{For the all of the grade 1 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.1.1, "AW" is new.}

W.**AW.**1.1. **With prompts and support,** write opinion pieces **on a topic or texts.** [in which they][[32]](#footnote-33)

1. Introduce {begin deletion} [the topic or name the book they are writing about, state] {end deletion} an opinion.
2. [supply a reason for] **Support** the opinion **with facts or other information and examples related to the topic.** [and] [[33]](#footnote-34)
3. Provide [some sense of closure] **a conclusion.[[34]](#footnote-35)**

W.**IW.**1.2. **With prompts and support,** write informative/explanatory texts [in which they name] **to examine** a topic [supply some facts about the topic, and provide some sense of closure] **and convey ideas and information**. **(Students may compose text that explains how plants and animals can change their environment.)** [[35]](#footnote-36) This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.

{begin new}

1. **Introduce a topic.**
2. **Develop the topic with facts or other information and examples related to the topic.**
3. **Provide a conclusion.**

{end new}

W.**NW.**1.3. **With prompts and support,** Write narratives [in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure] **of several complete sentences based on real or imagined experiences or events.[[36]](#footnote-37)**

{begin new}

1. **Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.**
2. **Provide dialogue and/or description and details of experiences, events, or characters.**
3. **Use transitional words to manage the sequence of events.**
4. **Provide a reaction to the experiences or events.**

{end new}

{begin deletion}

[W.1.4. (Begins in grade 3)]

{end deletion}

W.**WP.**1.[5]**4**. With **prompts,** guidance and support [from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed] **develop and strengthen writing as needed by planning, revising, and editing.[[37]](#footnote-38)**

{begin new}

1. **With prompts and support, identify audience and purpose before writing.**
2. **With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.**

{end new}

{begin deletion}

[W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.]

{end deletion}

W.**WR.**1.[7]**5.** [Participate in] **With prompting and support, generate questions through** shared research [and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)] **about a topic and determine possible sources to obtain information on that topic.[[38]](#footnote-39)**

W.**SE.**1.[8]**6**. With guidance and support from adults, [recall information from experiences or] gather **and select** information from [provided] **multiple** sources to answer a question **or write about a topic.[[39]](#footnote-40)**

{begin deletion}

[W.1.9. (Begins in grade 4)]

{end deletion}

W.**RW.**1.[10]**7**. [(Begins in grade 3)] **Engage in discussion, drawing, and writing in brief but regular writing tasks.[[40]](#footnote-41)**

### Speaking and Listening Domain

{For the all of the grade 1 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.1.1, "PE" is new.}

SL.**PE.**1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. {begin new} **(Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
3. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.**II.**1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.**ES.**1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.**PI.**1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.**UM.**1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.**AS.**1.6. Produce complete sentences when appropriate to task and situation.

## Grade 2

### Language Domain

#### Foundational Skills: Reading Language

##### Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

{F and G are new}

1. Know spelling-sound correspondences for common vowel teams.
2. Decode regularly spelled two-syllable words with long vowels.
3. Decode words with common prefixes and suffixes.
4. Identify words with inconsistent but common spelling-sound correspondences.
5. Recognize and read grade-appropriate irregularly spelled words.

**F.** {begin new} **Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).**

**G. Identify the parts of high-frequency words that are regular and the parts that are irregular.** {end new}

##### Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

{begin new}

##### **Sound-Letter Basics**

**L.WF.2.1. Demonstrate command of the conventions of writing.**

1. **Write legibly and with sufficient fluency to support composition.**
2. **Write the most common graphemes (letters or letter groups) for each phoneme, for example:** 
   1. **Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck**
   2. **Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh.**

##### **Spelling**

**L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.**

1. **Regular, single-syllable words that include:** 
   1. **Position-based patterns (ch, -tch; k, -ck; -ge, -dge).**
   2. **Complex consonant blends (scr, str, squ).**
   3. **Less common vowel teams for long vowels (ow, oo, au, ou, ue).**
   4. **Vowel-r combinations (turn, star, third, four/for).**
   5. **Contractions (we’ll; I’m; they’ve; don’t).**
   6. **Homophones (bear, bare; past, passed).**
   7. **Plurals and possessives (its, it’s).**
2. **Regular two- and three-syllable words that:** 
   1. **Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).**
   2. **Are compounds comprising familiar parts (houseboat; yellowtail).**
   3. **Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).**
3. **Words with suffixes that require:** 
   1. **consonant doubling (penning, slimmed).**
   2. **dropping silent-e (smiled, paving).**
   3. **Changing y to i (cried).**
4. **Most often used words in English:**
   1. **Irregular words (against, many, enough, does).**
   2. **Pattern-based words (which, kind, have).**

##### **Sentence Composition (Grammar, Syntax, and Punctuation)**

**L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.**

1. **With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.**
2. **Capitalize holidays, product names and geographic names.**
3. **Supply adjectives in noun phrases to make them more precise or engaging.**
4. **Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.**
5. **Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.**
6. **Use an apostrophe to form contractions and frequently occurring possessives.**
7. **With assistance, link sentences into a simple, cohesive paragraph with a main idea.**

{end new}

{begin deletion}

[L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use collective nouns (e.g., group).
2. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
3. Use reflexive pronouns (e.g., myself, ourselves).
4. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
5. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).]

[L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize holidays, product names, and geographic names.
2. Use commas in greetings and closings of letters.
3. Use an apostrophe to form contractions and frequently occurring possessives.
4. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
5. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.]

{end deletion}

{For the next three standards, the two letters after "L" in the code are new. For example, in L.KL.2.1, the "LK" is new.}

{L.2.3 was changed toL.KL.2.1.}

L.**KL**.2.[3].**1**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

{A is new. What was A is now B.}

1. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

[A] **B**. Compare formal and informal uses of English.

{L.2.4 was changed to L.VL.2.2.}

L.**VL.**2.[4].**2**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

{L.2.5 was changed to L.VI.2.3.}

L.**VI.**2.[5].**3**. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

{C is new.}

1. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**C.** {begin new} **Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**{end new}

### Reading Domain

{For the all of the grade 2 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.2.1, "CR" is new.}

RL.**CR**.2.1. Ask and answer [such] questions [as who, what, where, when, why, and how] to demonstrate understanding of key details in a **literary** text [.]**,** **referring explicitly to the text as the basis for the answers.[[41]](#footnote-42)**

RI.**CR**.2.1. Ask and answer [such] questions [as who, what, where, when, why, and how] to demonstrate understanding of key details in a**n informational** text[.]**,** **referring explicitly to the text as the basis for the answers.[[42]](#footnote-43)**

RL.**CI.**2.2. Recount [stories, including] **a text in oral and written form and determine central message (in literary texts, e.g.** fables and folktales from diverse cultures**)** [, and determine their central message/theme, lesson, or moral].[[43]](#footnote-44)

RI.**CI.**2.2. [Identify the] **Recount a text in oral and written form and determine** main topic [of a] **(in** multi**-**paragraph **informational** text, [as well as the] focus**ing** [of] **on** specific paragraphs**)** [within the text].[[44]](#footnote-45)

RL.**IT**.2.3. Describe how characters in a story respond to major events and challenges using key details {begin new} **within a text.** {end new}

RI.**IT**.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in {begin deletion} [technical procedures in] {end deletion} {begin new} **a sequence within** {end new} a text.

{begin deletion}

[RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.]

[RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.]

{end deletion}

RL.**TS.**2.[5]**4**. Describe the overall structure of a [story] **text**, including describing how the beginning introduces the story and the ending concludes the action**,** identifying how each successive part builds on earlier sections.[[45]](#footnote-46)

RI.**TS.**2.[5]**4**. [Know and use various] **Describe the overall structure of a text and effectively** text features (e.g., **graphs, charts, images,** captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information [in a text efficiently].[[46]](#footnote-47)

{Changed RL.2.6. to RL.PP.2.5.}

RL.**PP.**2.[6]**5**. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.**PP.**2.[6]**5**. Identify the main purpose of a text, including what the author [wants to] **seeks to explore,** answer, explain, or describe.[[47]](#footnote-48)

RL.**MF.**2**.[7]6.** **With prompting and support,** use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

{Changed RI.2**.**7.to RI.MF.2.6.}

RI.**MF.**2**.**[7]**6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. {begin new} **(Students may look at data on volcanic explosions and earthquakes, which happen quickly and changing weather patterns, which occurs slowly and describe the key ideas that are presented in the data.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{begin deletion}

[RL.2.8. N/A in literature]

{end deletion}

{Changed RI.2.8. to RI.AA.2.7.}

{Changed RL.2**.**9**.** to RL.CT.2.8.}

RL.**CT.**2**.**[9**]8.** Compare and contrast [two or more] **literary** versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.[[48]](#footnote-49)

RI.**CT.**2**.[**9**]8.** Compare and contrast [the most important points presented by] two [texts on the same] **informational versions of the same idea or** topic **by different authors or authors from different cultures.[[49]](#footnote-50)**

{begin deletion}

[RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.]

[RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

{begin deletion}

### Writing Domain

{For the all of the grade 2 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.2.1, "AW" is new.}

W.**AW.**2.1. **With prompts and support,** write opinion pieces [in which they introduce the topic or book they are writing about, state] **to present an idea with reasons and information**.

{The letters A, B, and C are new, but only some of the content in those letters is new.}

1. {begin new} **Introduce** {end new} an opinion.
2. [supply reasons that] Support the opinion [use linking words (e.g., because, and, also) to connect opinion and reasons, and] **with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.**[[50]](#footnote-51)
3. Provide a conclusion.

W.**IW**.2.2. Write informative/explanatory texts {begin deletion} [in which they] {end deletion} {begin new} **to examine a topic and convey ideas and information and convey ideas and information. (Students may compose informative/explanatory texts about how the diversity of living things is affected by climate change.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{The letters A, B, and C are new, but only some of the content in those letters is new.}

1. Introduce a topic [, use evidence-based] **clearly.[[51]](#footnote-52)**
2. {begin new} **Develop a topic with** facts [,] definitions, **concrete details, text evidence, or other information and examples related to the topic.** {end new}
3. Provide a conclusion.

W.**NW.**2.3. Write narratives {begin deletion} [in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and] {end deletion} {begin new} **based on real or imagined experiences or events with basic story elements.** {end new}

{A through D are new; part of E is new}

1. **Orient the reader by establishing a situation and introducing characters; organize an event sequence.**
2. **Provide dialogue and description of experiences and events and/or show the responses of characters to situations.**
3. **Use transitional words to manage the sequence of events.**
4. **Use concrete words and phrases and sensory details to convey experience and events.**
5. **P**rovide a **conclusion or** sense of closure **related to the narrated experiences or events.[[52]](#footnote-53)**

{begin deletion}

[W.2.4. (Begins in grade 3)]

{end deletion}

W.**WP.**2.[5]**4**. With guidance and support from adults and peers, [focus on a topic] **develop** and strengthen writing as needed [through self-reflection] **by planning**, revising and editing.[[53]](#footnote-54)

{begin new}

1. **Identify audience and purpose before writing.**
2. **Participate in self-evaluation of written work.**
3. **With feedback and digital or print tools such as a primary dictionary, find and correct errors.**

{end new}

{begin deletion}

[W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.]

{end deletion}

W.**WR.**2.[7]**5.** [Participate in] **Generate questions about a topic and locate related information from a reference source to obtain information on that topic through** shared **and independent** research [and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)].[[54]](#footnote-55)

W.**SE.**2.[8]**6**. [Recall] **Prioritize** information [from experiences or gather information from] provided **by different** sources [to answer a question] **on the same topic while gathering ideas and planning to write about a topic.[[55]](#footnote-56)**

{begin deletion}

[W.2.9. (Begins in grade 4)]

{end deletion}

{W.2.10. was changed to W.RW.2.7.}

W.**RW.**2.[10]**7**. {Begin deletion} [(Begins in grade 3)]{end deletion} {begin new} **Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.** {end new}

### Speaking and Listening Domain

{For the all of the grade 2 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.2.1, "PE" is new.}

SL.**PE.**2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. {begin new} **(Students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

1. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
3. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.**II.**2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.**ES.**2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.**PI.**2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.**UM.**2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.**AS.**2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Grade 3

### Language Domain

#### Foundational Skills: Reading Language

##### Phonics and Word Recognition

{The letter "L" was added at beginning of the standard code. E is new.}

**L**.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Identify and know the meaning of the most common prefixes and derivational suffixes.
2. Decode words with common Latin suffixes.
3. Decode multisyllable words.
4. Read grade-appropriate irregularly spelled words.
5. {begin new} **Analyze the parts of high-frequency words that are regular and the parts that are irregular.** {end new}

##### Fluency

{The letter "L" was added at beginning of the standard code.}

**L**.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as
4. necessary.

#### Foundational Skills: Writing Language

{begin new}

##### **Spelling**

**L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.**

1. **Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).**
2. **Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.**
3. **Identify language of word origin, as noted in dictionaries.**
4. **Spell singular and plural possessives (teacher’s; teachers’).**
5. **Spell regular two- and three-syllable words that:**
6. **Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.**
7. **Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.**
8. **Most common words in English, including regular and irregular forms.**

##### **Sentence Composition (Grammar, Syntax, and Punctuation)**

**L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.**

1. **Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.**
2. **Capitalize appropriate words in titles.**
3. **Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.**
4. **Use common regular and irregular plural forms, writing nouns and verbs that agree in number.**
5. **Use appropriate pronouns with clear referents.**
6. **Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).**
7. **Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.**
8. **Paraphrase a main idea or event in order to vary sentence structure and word use.**
9. **Organize ideas into paragraphs with main ideas and supporting details.**

{end new}

{begin deletion}

[L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
2. Form and use regular and irregular plural nouns.
3. Use abstract nouns (e.g., childhood).
4. Form and use regular and irregular verbs.
5. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
6. Ensure subject-verb and pronoun-antecedent agreement.
7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
8. Use coordinating and subordinating conjunctions.
9. Produce simple, compound, and complex sentences.]

[L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize appropriate words in titles.
2. Use commas in addresses.
3. Use commas and quotation marks in dialogue.
4. Form and use possessives.
5. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
6. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
7. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.]

{end deletion}

{For the next three standards, the two letters after "L" in the codes are new. For example, in L.KL.3.1, "KL" is new.}

{L.3.3 was changed to L.KL.3.1.}

L.**KL.**3.[3]**1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

{A is new. Consequently, what was A is now B. What was B is now C.}

1. {begin new} **Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.** {end new}

[A] **B.** Choose words and phrases for effect.

[B] **C.** Recognize and observe differences between the conventions of spoken and written [standard] English.

{L.3.4 was changed to L.VL.3.2.}

L.**VL**.3.[4]**2.** Determine or clarify the meaning of unknown and multiple-meaning {begin new} **academic and domain-specific** {end new} words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

{L.3.5was changed to L.VI.3.3.}

L.**VI**.3.[5]**3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
2. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

### Reading Domain

{For the all of the grade 3 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.3.1, "CR" is new.}

RL.**CR**.3.1. Ask and answer questions[,] and make relevant connections to demonstrate understanding of a **literary** text, referring explicitly to [the] text**ual** **evidence** as the basis for the answers.[[56]](#footnote-57)

RI.**CR**.3.1. Ask and answer questions [,] and make relevant connections to demonstrate understanding of a**n** **informational** text, referring explicitly to [the] text**ual** **evidence** as the basis for the answers.[[57]](#footnote-58)

RL.**CI.**3.2. Recount [stories, including] **in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g.** fables, folktales, and myths from diverse cultures) [;determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text].[[58]](#footnote-59)

RI.**CI.**3.2. [Determine the main idea of a text;] **R**ecount **in oral and written form** the key details **from a multi-paragraph informational text** and explain how they support the main idea.[[59]](#footnote-60)

RL.**IT**.3.3. Describe the **development of individual** character**’**s [in a story (e.g., their] traits, motivations, or feelings[)] and explain how their actions contribute to the plot **within a text**.[[60]](#footnote-61)

RI.**IT**.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

{begin deletion}

[RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.]

[RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.]

{end deletion}

RL.**TS.**3.[5]**4**. {begin new} **Utilize and reference features of a text when writing or speaking about a text,** {end new} referr**ing** to parts of stories, dramas, and poems {begin deletion} [when writing or speaking about a text] {end deletion}, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.[[61]](#footnote-62)

RI.**TS.**3.[5]**4**. {begin new} **Utilize and reference features of a text when writing or speaking about a text,** us**ing** text features **(e.g., graphics, images, captions, headings)** {end new} and search tools (e.g., key words, sidebars, hyperlinks) to locate {begin new} **and integrate** {end new} information relevant to a given topic efficiently. [[62]](#footnote-63)'

{RL.3.6. was changed to RL.PP.3.5.}

RL.**PP.**3.[6]**5**. Distinguish their own point of view from that of the narrator or those of the characters.

{RI.3.6 was changed to RI.PP.3.5.}

RI.**PP.**3.[6]**5**. Distinguish their own point of view from that of the author of a text.

{RL.3.7 was changed to RL.MF.3.6.}

RL.**MF.**3**.**[7]**6.** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

{RI.3**.**7. was changed to RI.MF.3.6.}

RI.**MF.**3**.**[7]**6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

{begin deletion}

[RL.3.8. N/A in literature]

{end deletion}

{RI.3.8. was changed to RI.AA.3.7.}

RI.**AA.**3.[8]**7**. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RL.**CT.**3**.**[9]**8.** Compare [,] **and** contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/] **the elements (**theme, [lesson, and/ or moral,] settings, and plots**)** of [stories] **of literary texts** written by the same author about [the same or] similar characters (e.g., in books from a series).[[63]](#footnote-64)

{RI.3.9was changed to RI.CT.3.8.}

RI.**CT.**3.[9]**8.** Compare [,] **and** contrast {begin deletion} [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/] {end deletion}{begin new} **the elements of informational texts regarding** {end new} the most important points and key details presented in two texts on the same topic. {begin new} **(Students may** **compare and contrast key details from two informational text sources that describe climate change in different regions of the world.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{begin deletion}

[RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.]

[RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.]

{end deletion}

### Writing Domain

{For all of the grade 3 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.3.1, "AW" is new.}

W.**AW.**3.1. Write opinion [pieces on topics or] texts [, supporting a point of view] **to present an idea** with reasons **and information**. (**Students may use information from texts they have read to state their opinions on when the environment changes, due to climate change, the types of plants and animals in that region change.)**[[64]](#footnote-65) This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.

1. Introduce [the topic or text they are writing about, state] an opinion [, and create an organizational structure that lists reasons] **clearly**. [[65]](#footnote-66)
2. [Provide] **Support the opinion with facts, definitions,** reasons [that support the opinion] **text evidence, or other information and examples related to the topic**. [[66]](#footnote-67)
3. [Use linking words and] **Link ideas within sections of information using transition words and** phrases (e.g., **then,** because, **also,** therefore, since, for example) to connect opinion and reasons. [[67]](#footnote-68)
4. Provide a conclusion {begin new} **related to the opinion presented**. {end new}

W.**IW** 3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

{A was broken up so that second half of A is now B. Consequently, the next letters all shifted by 1. C became D and D became E}

1. Introduce a topic [and group related information together;] **clearly.**
2. Develop the topic with facts, definitions, and **concrete** details**, text evidence, or other information and examples related to the topic.**
3. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

[C] **D**. [Use linking] **Link ideas within sections of information using transition** words and phrases (e.g., **then, because,** also, another, [and, more, but] **therefore**) [to connect ideas within categories of information]. [[68]](#footnote-69)

[D] **E**. Provide a conclusion {begin new} **related to the information or explanation presented**. {end new}

W.**NW.**3.3. Write narratives to develop real or imagined experiences or events {begin deletion} [using narrative technique, descriptive details, and clear event sequences]{end deletion}{begin new} **with basic story elements**. {end new}

{D is new. Consequently, what was D is now E.}

1. **Orient the reader by** establish**ing** a situation and introduce a narrator and/or characters; **clearly** organize an event sequence [that unfolds naturally].
2. Use dialogue and description[s of actions, thoughts, and feelings] to develop experiences and events or show the response**s** of characters to situations.
3. Use [temporal] **transitional** words and phrases to [signal] **manage the sequence of** event**s** [order]. [[69]](#footnote-70)
4. {begin new} **Use concrete words and phrases and sensory details to convey experiences and events.** {end new}

[D] **E.** Provide a {begin new} **conclusion or** {end new} sense of closure {begin new} **that follows the narrated experiences or events**. {end new}

{begin deletion}

[W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

{W.3.5. was changed to W.WP.3.4.}

W.**WP.**3.[5]**4**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

{begin new}

1. **Identify audience, purpose, and intended length of composition before writing.**
2. **Consider writing as a process, including self-evaluation, revision and editing.**
3. **With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.**

{end new}

{begin deletion{

[W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.]

{end deletion}

W.**WR.**3.[7]**5.** {begin deletion} [Conduct short research projects that build knowledge] {end deletion} {begin new} **Generate questions** about a topic[.] **and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.** {end new}[[70]](#footnote-71)

W.**SE.**3.[8]**6**. [Recall information from experiences or] **Use discussion, books, or media resources to** gather **ideas, outline them, and prioritize the** information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] **to include while planning to write about a topic**.[[71]](#footnote-72)

{begin deletion}

[W.3.9. (Begins in grade 4)]

{end deletion}

W.**RW.**3.[10]**7**. [Write routinely over] **Engage in independent and task-based writing for both short and** extended **periods of** time [frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences]**, producing written work routinely**.[[72]](#footnote-73)

### Speaking and Listening Domain

{For the all of the grade 3 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.3.1, "PE" is new.}

SL.**PE.**3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
4. Explain their own ideas and understanding in light of the discussion.

SL.**II.**3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.**ES.**3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.**PI.**3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. {begin new} **(Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit. {end new}

SL.**UM.**3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.**AS.**3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Grade 4

### Language Domain

#### Foundational Skills: Reading Language

##### Phonics and Word Recognition

{The letter L was added to the beginning of the standard code.}

**L.**RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

##### Fluency

{The letter L was added to the beginning of the standard code.}

**L**.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

{begin new}

##### **Spelling**

**L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.**

1. **Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.**
2. **Write affixed words that involve a sound or spelling change in the base word.**
3. **Write accurately 1,000 high-frequency words in English. Spell grade-appropriate words correctly, consulting references as needed.**
4. **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

##### **Sentence Composition (Grammar, Syntax, and Punctuation)**

**L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:**

1. **Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.**
2. **Use independent clauses and coordinating conjunctions.**
3. **Form irregular verbs; form and use progressive tenses.**
4. **Form and use possessive nouns and pronouns.**
5. **Capitalize first word in quotations as appropriate, capitalize other important words (e.g., section headings).**
6. **Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.**
7. **Use apostrophes for possession.**

{begin new}

{begin deletion}

[L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
2. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
3. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
4. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
5. Form and use prepositional phrases.
6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
7. Correctly use frequently confused words (e.g., to, too, two; there, their).]

[L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use correct capitalization.
2. Use commas and quotation marks to mark direct speech and quotations from a text.
3. Use a comma before a coordinating conjunction in a compound sentence.
4. Spell grade-appropriate words correctly, consulting references as needed.]

{end deletion}

{L.4.3 was changed to L.KL.4.1.}

L.**KL.**4.[3]**1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

{A is new. Consequently, the remaining letters shifted by 1. B became C, C became D}

1. {begin new} **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.** {end new}

[A] **B**. Choose words and phrases to convey ideas precisely.

[B] **C**. Choose punctuation for effect.

[C] **D**. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

{L.4.4 was changed to L.VL.4.2.}

L.**VL**.4.[4]**2**. Determine or clarify the meaning of unknown and multiple-meaning {begin new} **academic and domain-specific** {end new} words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
2. Use commo{n, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

{L.4.5. was changed to L.VI.4.3.}

L.**VI**.4.[5]**3**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

{B is new. Consequently, the remaining letters shifted by 1. B became C. C became D}

1. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
2. {begin new} **Determine the meaning of words and phrases that allude to significant characters found in literature (e.g., Herculean).** {end new}

[B] **C**. Recognize and explain the meaning of common idioms, adages, and proverbs.

[C] **D**. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Reading Domain

{For the all of the grade 4 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.4.1, "CR" is new.}

RL.**CR**.4.1. Refer to details and examples [in a] **as** text**ual evidence** [and make relevant connections] when explaining what [the] **a literary** text says explicitly and **make relevant connections** when drawing inferences from the text. [[73]](#footnote-74)

RI.**CR**.4.1. Refer to details and examples [in a] **as** text**ual evidence** [and make relevant connections] when explaining what [the] **an informational text** says explicitly and **make relevant connections** when drawing inferences from the text.[[74]](#footnote-75)

RL.**CI.**4.2. [Determine a] **Summarize a literary text and interpret the author’s** theme [of a story, drama, or poem from] **citing key** details [in] **from** the text [; summarize the text]. [[75]](#footnote-76)

RI.**CI.**4.2. [Determine the] **Summarize an informational text and interpret the author’s** **purpose or** main idea [of a text and explain how it is supported by] **citing key** details [in] **from** the text [; summarize the text]. [[76]](#footnote-77)

RL**.IT**.4.3. Describe {begin deletion} [in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)] {end deletion} {begin new} **the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.** {end new}

RI.**IT**.4.3. {begin new} **Describe the impact of individuals and events throughout the course of a text,** {end new}explain**ing** events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on {begin deletion} [specific information] {end deletion} {begin new} **evidence** {end new} in the text.

{begin deletion}

[RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.]

[RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.]

{end deletion}

{RL.4.5. was changed to RL.TS.4.4.}

RL.**TS.**4.[5]**4**. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

{RI.4.5**.** was changed to RI.TS.4.4.}

RI.**TS.**4.[5]**4**. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

{RL.4.6. was changed to RL.PP.4.5.}

RL.**PP.**4.[6]**5**. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.**PP.**4.[6]**5**. Compare and contrast [a firsthand and secondhand] **multiple** account**s** of the same event or topic; [describe the] **noting important similarities and** differences in [focus and the information provided] **in the point of view they represent.[[77]](#footnote-78)**

{RL.4.7. was changed to RL.MF.4.6.}

RL.**MF.**4.[7]**6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.**MF.**4**.**[7]**6.** [Interpret information presented visually, orally, or quantitatively] **Use evidence to show how graphics and visuals** (e.g., [in] **illustrations,** charts, graphs, diagrams, timelines, animations, [or interactive elements on Web pages]) [and explain how the information contributes to an understanding of the text in which it appears] **support central ideas**.[[78]](#footnote-79)

{begin deletion}

[RL.4.8. N/A in literature]

{end deletion}

RI.**AA.**4.[8]**7**. [Explain] **Analyze** how an author uses [reasons and evidence] **facts, details and explanations to develop ideas or** to support [particular points in a text] **their reasoning**.[[79]](#footnote-80)

RL.**CT.**4**.**[9]**8.** Compare[,] **and** contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to] **the treatment of** similar themes**,** [and topics] **and patterns of events in literary texts from authors of different cultures.[[80]](#footnote-81)**

{RI.4.9 was changed to RI.CT.4.8.}

RI.**CT.**4**.**[9]**8.** {begin deletion} [Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably] {end deletion} {begin new} **(Students may** **compare and contrast informational texts that chronicle weather events and patterns in regions of the world outside of the United States.)**  {end new}

{begin deletion}

[RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.]

[RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.]

{end deletion}

### Writing Domain

{For the all of the grade 4 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.4.1, "AW" is new.}

W.**AW.**4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. {begin new} **(Students may use information from texts they have read to support their opinions on the use of energy and fuels derived from natural resources.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit. {end new}

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
2. Provide reasons that are supported by facts from texts and/or other sources.
3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4. Provide a conclusion related to the opinion presented.

W. **IW**.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), **text features (e.g.,** illustrations, **diagrams, captions)** and multimedia when useful to aid[ing] **in** comprehension. [[81]](#footnote-82)
2. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
3. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a conclusion related to the information or explanation presented.

W.**NW.**4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words {begin deletion} [and] {end deletion}**,** phrases**,** and sensory details {begin new} **and explore using figurative language** {end new}to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

{begin deletion}

[W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

W.**WP.**4.[5]**4**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

{begin new}

1. **Identify audience, purpose, and intended length of composition before writing.**
2. **Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.**
3. **Consider writing as a process, including self-evaluation, revision and editing.**
4. **With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.**
5. **After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.**

{end new}

{begin deletion}

[W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.]

{end deletion}

{W.4.7**.** was changed to W.WR.4.5.}

W.**WR.**4.[7]**5.** Conduct short research projects that {begin new} **use multiple reference sources (print and non-print) and** {end new}build knowledge through investigation of different aspects of a topic.

W.**SE.**4.[8]**6**. [Recall relevant information from experiences or] **G**ather relevant information from **multiple** print and digital sources; take notes**, prioritize** and categorize information [, and]**;** provide a list of sources.[[82]](#footnote-83)

{begin deletion}

[W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
2. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).]

{end deletion}

W.**RW.**4.[10]**7**. Write routinely over extended time frames (**with** time for research [, reflection, metacognition/self-correction] and revision) and shorter time frames (a single sitting [or a day or two]) for a range of [discipline-specific] tasks, purposes, and audiences.[[83]](#footnote-84)

### Speaking and Listening Domain

{For the all of the grade 4 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.4.1, "PE" is new.}

SL.**PE.**4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.**II.**4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.**ES.**4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.**PI.**4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **(Students may present multiple, evidence-based solutions to reduce the impacts that climate change have on humans.)** 

SL.**UM.**4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.**AS.**4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## Grade 5

### Language Domain

#### Foundational Skills: Reading Language

##### Phonics and Word Recognition

{The letter L was added to the beginning of the standard code.}

**L**.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

##### Fluency

{The letter L was added to the beginning of the standard code.}

**L**.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing

{begin new}

##### **Sentence Composition (Grammar, Syntax, and Punctuation)**

**L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.**

1. **Avoid fragments, run-ons and rambling sentences, and comma splices.**
2. **Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.**
3. **Ensure agreement between subject and verb and between pronoun and antecedent.**
4. **Distinguish between frequently confused words.**
5. **Use idiomatic language and choose words for effect; use punctuating for meaning and effect.**
6. **Use punctuation to separate items in a series; use commas in a series of phrases or clauses.**
7. **Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Emma?).**

{end new}

{begin deletion}

[L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
3. Use verb tense to convey various times, sequences, states, and conditions.
4. Recognize and correct inappropriate shifts in verb tense.
5. Use correlative conjunctions (e.g., either/or, neither/nor).]

[L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use punctuation to separate items in a series.
2. Use a comma to separate an introductory element from the rest of the sentence.
3. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
4. Use underlining, quotation marks, or italics to indicate titles of works.
5. Spell grade-appropriate words correctly, consulting references as needed.]

{end deletion}

L.**KL**.5.[3]**1**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

{A is new. Consequently, what was A is now B. What was B is now C}

1. {begin new} **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.** {end new}

[A] **B**. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

[B] **C**. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

{L.5.4. was changed to L.VL.5.2.}

L.**VL.**5.[4]**2**. Determine or clarify the meaning of unknown and multiple-meaning {begin new} **academic and domain-specific** {end new}words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

{L.5.5. was changed toL.VI.5.3.}

L.**VI.**5.[5]**3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### Reading Domain

{For the all of the grade 5 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.5.1, "CR" is new.}

RL.**CR**.5.1. Quote accurately from a **literary** text[,] **when explaining what the text says explicitly** and make relevant connections [when explaining what the text says explicitly and] when drawing inferences from the text.[[84]](#footnote-85)

RI.**CR**.5.1. Quote accurately from a**n informational** text **when explaining what the text says explicitly** and make relevant connections [when explaining what the text says explicitly and] when drawing inferences from the text.[[85]](#footnote-86)

RL.**CI.**5.2. Determine the [key details] **theme of a literary text (e.g.** [in a story, drama or poem] **stories, plays or poetry) and explain how it is supported by key details;** [to identify the theme and to] summarize the text.[[86]](#footnote-87)

RI.**CI.**5.2. Determine [two or more] **the central** [main] idea[s] of a**n informational** text and explain how [they are] **it is** supported by key details; summarize the text.[[87]](#footnote-88)

RL.**IT**.5.3. **Analyze the impact of two or more individuals and events throughout the course of a text,** compar[e]**ing** and contrast**ing** two or more characters, settings, or events in a story or drama, drawing on specific [details in the] text**ual evidence** (e.g., how characters interact).[[88]](#footnote-89)

RI.**IT**.5.3. **Analyze the impact of two or more individuals and events throughout the course of a text,** explain**ing** the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific [information] **evidence** in the text.

{begin deletion}

[RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.]

[RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.]

{end deletion}

{RL.5.5 was changed to RL.TS.5.4.}

RL.**TS.**5.[5]**4**. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

{RI.5.5 was changed to RI.TS.5.4.}

RI.**TS.**5.[5]**4**. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RL.**PP.**5.[6]**5**. Describe how a narrator’s or speaker’s point of view influences how events are described[.] **, and how that may influence the reader’s interpretation.[[89]](#footnote-90)**

{RI.5.6 was changed to RI.PP.5.5.}

RI.**PP.**5.[6]**5**. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent{begin new} **and how that may influence the reader’s interpretation.** {end new}

{RL.5.7 was changed to RL.MF.5.6.}

RL.**MF.**5**.**[7]**6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.**MF.**5**.**[7]**6.** [Draw on] **Interpret** information [from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently] **presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.[[90]](#footnote-91)**

{begin deletion}

[RL.5.8. N/A in literature]

{end deletion}

{RI.5.8 was changed to RI.AA.5.7.}

RI.**AA.**5.[8]**7**. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RL.**CT.**5.[9]**8.** Compare[,] **and** contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of] **the authors’ approaches across two or more literary texts within the same genre or about the same or** similar [themes and] topics. [(e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.] [[91]](#footnote-92)

RI.**CT.**5**.**[9]**8.** [Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several] **Compare and contrast the authors’ approaches across two or more informational texts within the same genre or about** texts on the same **or similar** topic**s**. **(Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems.)** [[92]](#footnote-93)This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.

{begin deletion}

[RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.]

[RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.]

{end deletion}

### Writing Domain

{For the all of the grade 5 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.5.1, "AW" is new.}

W.**AW.**5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information**.** {begin new} **(Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change).** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
2. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
4. Provide a conclusion related to the opinion presented.

W.**IW**.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid[ing] **in** comprehension. [[93]](#footnote-94)
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a conclusion related to the information of explanation presented.

W.**NW.**5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

{begin deletion}

[W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

{W.5.5. was changed to W.WP.5.4.}

W.**WP.**5.[5]**4**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

{begin new}

1. **Consider audience, purpose, and intent before writing.**
2. **Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.**
3. **Consider writing as a process, including self-evaluation, revision and editing.**
4. **With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.**
5. **After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.**

{end new}

{begin deletion}

[W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.]

{end deletion}

W.**WR.**5.[7]**5.** [Conduct short research projects that] **Establish a central idea about a topic, investigation, issue or event and** use several sources to [build knowledge through investigation of different perspectives of a topic] **support the proposed central idea.**[[94]](#footnote-95)

W.**SE.**5.[8]**6**. [Recall relevant information from experiences or] Gather relevant information from **multiple valid and reliable** print and digital sources; summarize or paraphrase information in notes and finished work, **making note of any similarities and differences among ideas presented;** and provide a list of sources.[[95]](#footnote-96)

{begin deletion}

[W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
2. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).]

{end deletion}

W.**RW.**5.[10]**7**. Write routinely over extended time frames (time for research[, reflection, metacognition/self-correction] and revision) and shorter time frames (a single sitting or a day or two) for a range of [discipline-specific] tasks, purposes, and audiences.[[96]](#footnote-97)

### Speaking and Listening Domain

{For the all of the grade 5 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.5.1, "PE" is new.}

SL.**PE.**5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.**II.**5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.**ES.**5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.**PI.**5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. {begin new} **(Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.)** {end new}

SL.**UM.**5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.**AS.**5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Grade 6

### Language Domain

{For the all of the grade 6 language domain standards, the two letters after "L" in the codes are new. For example, in L.SS.6.1, "SS" is new.}

L**.SS.**6.1. Demonstrate command of the [conventions of standard] **system and structure of the** English [grammar and usage] **language** when writing or speaking. [[97]](#footnote-98)

1. Ensure that pronouns are in the proper case (subjective, objective, possessive).
2. Use intensive pronouns (e.g., myself, ourselves).
3. Recognize and correct inappropriate shifts in pronoun number and person.
4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

{begin deletion}

[E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.]

{end deletion}

{begin new}

1. **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.**
2. **Recognize spelling conventions.**

{end new}

{begin deletion}

[L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly.]

{end deletion}

{L.6.3 was changed to L.KL.6.2}

L.**KL.**6.[3]**2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

{A and B are new. What was A is now C. What was B is now D.}

1. {begin new} **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.**
2. **Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.** {end new}

[A] **C**. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

[C] **D**. Maintain consistency in style and tone.

{L.6.4 was changed to L.VL.6.3}

L.**VL.**6.[4]**3**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, {begin new} **including technical meanings,** {end new} choosing flexibly from a range of strategies.

{B is new so the remaining letters shifted by 1. B became C. C became D. D became E.}

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. {begin new} **Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.** {end new}

[B] **C**. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

[C] **D**. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

[D] **E**. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

{L.6.5 was changed to L.VI.6.4.}

L.**VI**.6.[5]**4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

{C is new. What was C is now D.

1. Interpret figures of speech (e.g., personification) in context.
2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
3. {begin new} **Analyze the impact of a specific word choice on meaning and tone.** {end new}

[C] **D**. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

### Reading Domain

{For the all of the grade 6 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.6.1, "CR" is new.}

RL.**CR**.6.1. Cite textual evidence and make relevant connections to support analysis of what [the] **a literary** text says explicitly as well as inferences drawn from the text.[[98]](#footnote-99)

RI.**CR**.6.1. Cite textual evidence and make relevant connections to support analysis of what [the] **an informational** text says explicitly as well as inferences drawn from the text.[[99]](#footnote-100)

RL.**CI.**6.2. [Determine a] **Use key details and supporting evidence to summarize the** theme [or central idea of] **in** a **literary** text [and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments]**, draw inferences, or analyze connections within or across texts (e.g. events, people, ideas).[[100]](#footnote-101)**

RI.**CI.**6.2. [Determine a] **Use key details and supporting evidence to summarize the** central idea [of] **in** a**n informational** text [and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments]**,** **draw inferences, or analyze connections within or across texts (e.g. events, people, ideas).[[101]](#footnote-102)**

RL.**IT**.6.3. Describe how a particular [story’s or drama’s plot] **text’s structure** unfolds in a series of episodes [as well as] **and** **use textual evidence to describe** how the characters respond or change as the plot moves toward a resolution.[[102]](#footnote-103)

RI.**IT**.6.3. Analyze [in detail] how **a particular text’s (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how** a key individual, event, or idea is introduced, illustrated, and elaborated in a text [(e.g., through examples or anecdotes)].[[103]](#footnote-104)

{begin deletion}

[RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.]

[RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.]

{end deletion}

RL.**TS.**6.[5]**4**. Analyze how a particular **piece (e.g.** sentence, chapter, scene, [or] stanza, **or section)** fits into the overall structure of a text and contributes to the development of the **ideas,** theme, setting, or plot.[[104]](#footnote-105)

RI.**TS.**6.[5]**4**. [Analyze how a particular sentence, paragraph, chapter, or section fits into the overall] **Use text** structure**s** [of a text and contributes to the development of the ideas] **(e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.[[105]](#footnote-106)**

RL.**PP.**6.[6]**5**. [Explain] **Determine** how an author **conveys or** develops [the point of view of the narrator or speaker] **perspective** in a text **(through the narrator or speaker when appropriate)**.[[106]](#footnote-107)

RI.**PP.**6.[6]**5**. [Determine an] **Identify** author’s [point of view or] purpose **perspective or potential bias** in a text and explain [how it is conveyed in the text] **the impact on the reader’s interpretation**.[[107]](#footnote-108)

RL.**MF.**6.**[7]6.** Compare and contrast [the experience of] **information or texts to develop a coherent understanding of a theme, topic, or issue when** reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text[, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch].[[108]](#footnote-109)

RI.**MF.**6.[7]**6.** Integrate information{begin new} **when** {end new} presented in different media or formats (e.g., visually, quantitatively) {begin deletion} [as well as in words] {end deletion} to develop a coherent understanding of a topic or issue.

{begin deletion}

[RL.6.8. N/A in literature]

{end deletion}

{RI.6.8. was changed to RI.AA.6.7.}

RI.**AA.**6.[8]**7**. Trace {begin new} **the development of** {end new} and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. {begin new} **(Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.)** {end new}

RL.**CT.**6**.**[9]**8.** Compare[,] **and** contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)] **literary** texts in different forms**, by different authors,** or **from different** genres (e.g., stories and poems; historical novels **and primary source documents, scientific journals** and fantasy stories) in terms of their approaches to similar themes and topics.[[109]](#footnote-110)

RI.**CT.**6**.**[9]**8.** Compare[,] **and** contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another] **informational texts in different forms, by different authors, or from different genres** (e.g., a memoir written by and a biography on the same person, **historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.[[110]](#footnote-111)**

{begin deletion}

[RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.]

[RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.]

{end deletion}

### Writing Domain

{For the all of the grade 6 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.6.1, "AW" is new.}

W.**AW.**6.1. Write arguments {begin new} **on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts)** {end new} to support claims with clear reasons and relevant evidence.

1. Introduce claim(s) **about a topic or issue** and organize the reasons and evidence [clearly] **logically**. [[111]](#footnote-112)
2. Support claim(s) with [clear reasons] **logical reasoning** and relevant**,** **accurate data and** evidence, **that demonstrate an understanding of the topic or text,** using credible sources [and demonstrating an understanding of the topic or text]. [[112]](#footnote-113)
3. Use words, phrases, and clauses to **link and** clarify the relationships among claim(s), [and] reasons **and evidence**. [[113]](#footnote-114)
4. Establish and maintain a formal/academic style, approach, and form.
5. Provide a concluding statement or section that follows from the argument presented.

W.**IW**.6.2. Write informative/explanatory texts {begin new} **(including the narration of historical events, scientific procedures/ experiments, or technical processes) to** {end new} examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to [aiding] **aid in** comprehension. [[114]](#footnote-115)
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. {begin deletion} [Establish and maintain] {end deletion} {begin new} **Acknowledge and attempt** {end new} a formal/academic style, approach, and form.
6. Provide a concluding statement or section {begin new} **(e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs)** {end new}that follows from {begin new} **and supports** {end new} the information or explanation presented.

W.**NW.**6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5. Provide a conclusion that follows from the narrated experiences or events.

{begin deletion}

[W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

W.**WP.**6.[5]**4**. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning[,]**; flexibly making** [revising,] editing[, rewriting, or trying a new approach] **and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.[[115]](#footnote-116)**

{begin deletion}

[W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.]

{end deletion}

{W.6.7 was changed to W.WR.6.5.}

W.**WR.**6.[7]**5.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

{W.6.8 was changed to W.SE.6.6.}

W.**SE.**6.[8]**6**. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. {begin new} **(Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.)** {end new}

{begin deletion}

[W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
2. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).]

{end deletion}

{W.6.10 was changed to W.RW.6.7.}

W.**RW.**6.[10]**7**. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Domain

{For the all of the grade 6 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.6.1, "PE" is new.}

SL.**PE.**6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.**II.**6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. {begin new} **(Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.)** {end new}

SL.**ES.**6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.**PI.**6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.**UM.**6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.**AS.**6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Grade 7

### Language Domain

{For the all of the grade 7 language domain standards, the two letters after "L" in the codes are new. For example, in L.SS.7.1, "SS" is new.}

L.**SS.**7.1. Demonstrate command of the [conventions of standard] **system and structure of the** English [grammar and usage] **language** when writing or speaking. [[116]](#footnote-117)

{D and E are new.}

1. Explain the function of phrases and clauses in general and their function in specific sentences.
2. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
4. {begin new} **Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).**
5. **Recognize spelling conventions.** {end new}

{begin deletion}

[L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

* 1. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt).
  2. Spell correctly.]

{end deletion}

{L.7.3 was changed to L.KL.7.2.}

L.**KL.**7.[3]**2**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

{A and B are new. Consequently, what was A is now C.}

1. {begin new} **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.**
2. **Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.** {end new}

[A]**C.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

{L.7.4 was changed to L.VL.7.3.}

L.**VL.**7.[4]**3**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, {begin new} **including technical meanings,** {end new}choosing flexibly from a range of strategies.

{C is new. Consequently, what was C is now D. What was D is now E.}

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
3. {begin new} **Analyze the impact of a specific word choice on meaning and tone.** {end new}

[C] **D**. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

[D] **E**. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

{L.7.5 was changed to L.VI.7.4.}

L.**VI**.7.[5]**4**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

{C is new. Consequently, what was C is now D.}

1. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
2. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
3. {begin new} **Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.** {end new}

[C]**D**. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### Reading Domain

{For the all of the grade 7 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.7.1, "CR" is new.}

RL.**CR**.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what [the] **a literary** text says explicitly[,] as well as inferences drawn from the text.[[117]](#footnote-118)

RI.**CR**.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what [the] **an informational** text says explicitly[,] as well as inferences drawn from the text.[[118]](#footnote-119)

RL.**CI.**7.2. Determine a theme [or central idea of] **in** a **literary** text **(e.g. stories, plays or poetry)** and [analyze its development over the course of the text; provide an objective summary of] **explain how it is supported by key details; summarize** the text.[[119]](#footnote-120)

RI.**CI.**7.2. Determine [two or more] **the** central idea[s] in a**n informational** text and [analyze their development over the course of the text; provide an objective summary of] **explain how it is supported by key details; summarize** the text.[[120]](#footnote-121)

RL.**IT**.7.3. Analyze how particular elements of a [story or drama] **text** interact [(e.g., how setting shapes the characters or plot)] **including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision**.[[121]](#footnote-122)

RI.**IT**.7.3. Analyze [the] **how particular elements of a text** interact[ions between] **including how a text makes connections and distinctions among** individuals, events, and ideas [in a text] (e.g., [how ideas influence individuals or events, or how individuals influence ideas or events] **through comparisons, analogies, or categories**).[[122]](#footnote-123)

{begin deletion}

[RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.]

[RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.]

{end deletion}

RL.**TS.**7.[5]**4**. Analyze [how a drama’s or poem’s form or] **the** structure **an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure** (e.g., soliloquy, sonnet) contributes to its meaning.[[123]](#footnote-124)

RI.**TS.**7.[5]**4**. Analyze the structure an author uses to organize a text[, including] **and** how [the major sections] **it** contribute**s** to the **text as a** whole [and to the development of the ideas]**, including using knowledge of text structures (e.g. cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information**.[[124]](#footnote-125)

RL.**PP.**7.[6]**5**. [Analyze] **Determine** how an author **conveys or** develops **perspective or purpose in a text through** [and] contrast[s]**ing** the points of view of different characters or narrators in a text.[[125]](#footnote-126)

RI.**PP.**7.[6]**5**. Determine **how** an author[’s point of view or] **conveys or develops perspective or** purpose in a text [and analyze how the author] **through** distinguish[es]**ing** [his or her] **their** position from that of others **using evidence.[[126]](#footnote-127)**

RL.**MF.**7.**[7]6.** Compare and contrast **texts (e.g.,** a written story, drama, or poem**)** to its audio, filmed, staged, or multimedia version[,] **and** analyz[ing]**e** the **unique qualities of different mediums, including the** effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).[[127]](#footnote-128)

RI.**MF.**7**.**[7]**6.** Compare and contrast [a] tex**ts** to [an audio, video, or multimedia version of the text,] analyz[ing]**e** [each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)] **the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.[[128]](#footnote-129)**

{begin deletion}

[RL.7.8. N/A in literature]

{end deletion}

{RI.7.8 was changed to RI.AA.7.7.}

RI.**AA.**7.[8]**7**. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. {begin new} **(Students may evaluate claims and evidence of factors that have caused climate change over the past century.)** {end new}

RL**.CT.**7.[9]**8.** Compare[,] **and** contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)] a fictional portrayal of a**n event**, time, place, or character and a historical **or scientific** account of the same period **or event** as a means of understanding how authors of fiction use or alter history **and/or events**.[[129]](#footnote-130)

{RI.7.9 was changed to RI.CT.7.9.}

RI.**CT.**7.[9]**8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing {begin new} **informational texts** {end new} about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

{begin deletion}

[RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.]

[RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.]

{end deletion}

### Writing Domain

{For the all of the grade 7 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.7.1, "AW" is new.}

W.**AW.**7.1. Write arguments {begin new} **on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts)** {end new} to support claims with clear reasons and relevant evidence.

1. Introduce claim(s) {begin new} **about a topic or issue**, {end new} acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant, **accurate data and** evidence **that demonstrate an understanding of the topic or text**, using [accurate,] credible sources [and demonstrating an understanding of the topic or text]. [[130]](#footnote-131)
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
4. Establish and maintain a formal style/academic style, approach, and form.
5. Provide a concluding statement or section that follows from and supports the argument presented.

W.**IW**.7.2. Write informative/explanatory texts {begin new} **(including the narration of historical events, scientific procedures/ experiments, or technical processes)** {end new} to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) {begin new} **when useful to aid in comprehension.** {end new}
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain/{begin new} grade-level-{end new} specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style academic style, approach, and form.
6. Provide a concluding statement or section **(e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs)** that follows [from] **the flow of ideas, reflects back on the topic**, and supports the information or explanation presented.**[[131]](#footnote-132)**

W.**NW.**7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
5. Provide a conclusion that follows from and reflects on the narrated experiences or events.

{begin deletion}

[W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

W.**WP.**7.[5]**4**. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning[,]**;** **flexibly making editing and** revisi[ng]on[, editing, rewriting, or trying a new approach,] **revision choices and sustaining effort to complete complex writing tasks; and** focusing on how well purpose and audience have been addressed.[[132]](#footnote-133)

{begin deletion}

[W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.]

{end deletion}

{W.7.7. was changed to W.WR.7.5.}

W.**WR.**7.[7]**5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

{W.7.8. was changed to W.SE.7.6.}

W.**SE.**7.[8]**6**. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. {begin new} **(Students may determine the credibility of multiple digital and print data sources that can be used as supporting evidence in constructing a model for describing the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{begin deletion}

[W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
2. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).]

{end deletion}

{W.7.10 was changed to W.RW.7.7.}

W.**RW.**7.[10]**7**. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Domain

{For the all of the grade 7 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.7.1, "PE" is new.}

SL.**PE.**7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.**II.**7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. {begin new} **(Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

SL.**ES.**7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.**PI.**7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.**UM.**7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.**AS.**7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Grade 8

### Language Domain

{For the all of the grade 8 language domain standards, the two letters after "L" in the codes are new. For example, in L.SS.8.1, "SS" is new.}

L.**SS**.8.1. Demonstrate command of the [conventions of standard] **system and structure of the** English [grammar and usage] **language** when writing or speaking. [[133]](#footnote-134)

{E, F, and G are new.}

1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
2. Form and use verbs in the active and passive voice.
3. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
4. Recognize and correct inappropriate shifts in verb voice and mood.
5. {begin new} **Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**
6. **Use an ellipsis to indicate an omission.**
7. **Recognize spelling conventions.** {end new}

{begin deletion}

[L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
2. Use an ellipsis to indicate an omission.
3. Spell correctly.]

{end deletion}

{L.8.3 was changed to L.KL.8.2.}

L.**KL**.8.[3]**2**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

{A and B are new. Consequently, what was A is now C.}

1. **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.**
2. **Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.**

[A]**C.** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

{L.8.4 was changed to L.VL.8.3.}

L.**VL**.8.[4]**3**. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, {begin new} **including technical meanings,** {end new}choosing flexibly from a range of strategies.

{B is new. Consequently, the remaining letters shifted by 1. B became C; C became D; D became E.}

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. {begin new} **Analyze the impact of specific word choices on meaning and tone.** {end new}

[B]**C**. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

[C]**D**. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

[D]**E.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

{L.8.5. was changed to L.VI.8.4.}

L.**VI**.8.[5]**4**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

{C is new. Consequently, what was C is now D.}

1. Interpret figures of speech (e.g. verbal irony, puns) in context.
2. Use the relationship between particular words to better understand each of the words.
3. {begin new} **Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.** {end new}

[C]**D.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### Reading Domain

{For the all of the grade 8 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR.8.1, "CR" is new.}

RL.**CR**.8.1. Cite [the] **a range of** textual evidence and make **clear and** relevant connections [that most] **to** strongly support[s] an analysis of [what the] **multiple aspects of what a literary** text says explicitly as well as inferences drawn from the text.[[134]](#footnote-135)

RI.**CR**.8.1. Cite [the] **a range of** textual evidence and make **clear and** relevant connections **(including informational text features such as charts, graphs, and diagrams)** that [most] strongly support[s] an analysis of **multiple aspects of** what [the] **an informational** text says explicitly**,** as well as inferences drawn from the text.[[135]](#footnote-136)

RL.**CI.**8.2. Determine a theme [or central idea] of a **literary** text and [analyze its development over the course of the text, including its relationship to the characters, setting, and plot] **how it is conveyed through particular details**; provide a[n objective] summary of the text **distinct from personal opinions or judgments.[[136]](#footnote-137)**

RI.**CI.**8.2. Determine a central idea of a**n informational** text and [analyze its development over the course of the text, including its relationship to supporting ideas] **and how it is conveyed through particular details**; provide a[n objective] summary of the text **distinct from personal opinions or judgments.**

RL.**IT**.8.3. Analyze how particular {begin deletion} [lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision] {end deletion} {begin new} **elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts**. {end new}

RI.**IT**.8.3. Analyze how **particular elements of** a text [makes connections among and distinctions between individuals,] **interact (e.g., how contexts influence individuals or events, or how individuals influence** ideas[,] or events [(e.g., through comparisons, analogies, or categories)]**) across multiple text types, including across literary and informational texts**.[[137]](#footnote-138)

{begin deletion}

[RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.]

[RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.]

{end deletion}

RL.**TS.**8.[5]**4**. Compare and contrast the structure of [two or more] texts [and]**,** analyz[e]**ing** how the differing structure of each text contributes to its meaning**, tone** and style.[[138]](#footnote-139)

RI.**TS.**8.[5]**4**. Analyze [the structure] **and explain how** an author [uses to] organize**s,** [a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept] **develops and presents ideas, establishes a point of view or builds supporting arguments through text structure**.[[139]](#footnote-140)

RL.**PP.**8.[6]**5**. Analyze how **an author conveys or develops their perspective or purpose in a text through the use of** differen[ces]**t** [in the points of view] **perspectives** of the characters and **that of** the audience or reader (e.g., created through the use of dramatic irony) [create such effects as suspense or humor].[[140]](#footnote-141)

RI.**PP.**8.[6]**5**. [Determine] **Analyze how** an author[’s point of view] **conveys or develops their perspective** or purpose in a text and [analyze how the author] **by** acknowledg[es]**ing** and respond[s]**ing** to conflicting evidence or viewpoints.**[[141]](#footnote-142)**

{RL.8.7 was changed to RL.MF.8.6.}

RL.**MF.**8.[7]**6.** Evaluate the choices made **(**by the {begin new} **authors,** {end new}directors or actors**)** {begin new} **when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.** {end new}

RI.**MF.**8**.**[7]**6.** Evaluate the [advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to] **choices made (by the authors, directors, or actors)** **when** present**ing** a**n** [particular topic or] idea **in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.[[142]](#footnote-143)**

{begin deletion}

[RL.8.8. N/A in literature]

{end deletion}

{RI.8.8. was changed to RI.AA.8.7.}

RI.**AA.**8.[8]**7**. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. {begin new} **(Students may evaluate texts that outline design solutions to determine how well they meet the criteria and constraints of a problems such as rising global temperatures, while discounting irrelevant evidence.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{RL.8.9 was changed to RL.CT.8.8.}

RL.**CT.**8.**[**9]**8.** Analyze and reflect on {begin new} **how the author’s idea in fiction and literary nonfiction texts** {end new}(e.g. practical knowledge, historical/cultural context, and background knowledge) {begin deletion} [how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new]{end deletion} {begin new} **is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period**. {end new}

{RI.8.9. was changed to RI.CT.8.8.}

RI.**CT.**8.[9]**8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more {begin new} **informational** {end new} texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

{begin deletion}

[RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.]

[RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.]

{end deletion}

### Writing Domain

{For the all of the grade 8 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.8.1, "AW" is new.}

W.**AW.**8.1. Write arguments {begin new} **on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts)** {end new} to support claims with clear reasons and relevant evidence.

1. Introduce claim(s){begin new} **about a topic or issue** {end new}, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using **relevant,** accurate **data and evidence that demonstrate an understanding of the topic or text**, **using** credible sources [and demonstrating an understanding of the topic or text]. [[143]](#footnote-144)
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal {begin new} **or academic** {end new} style {begin new}**, approach, and form**. {end new}
5. Provide a concluding statement or section that follows from and supports the argument presented.

W.**IW**.8.2. Write informative/explanatory texts {begin new} **(including the narration of historical events, scientific procedures/ experiments, or technical processes)** {end new} to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic {begin new} **clearly, previewing what is to follow;** {end new}and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) {begin new} **when useful to aid in comprehension.** {end new}
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate [and varied transitions] to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain{begin new}**/grade-level**-{end new} specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style/academic style, approach, and form.
6. Provide a concluding statement or section **(e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs)** that [follows from and supports] **synthesizes** the information or explanation presented.[[144]](#footnote-145)

W.**NW.**8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
5. Provide a conclusion that follows from and reflects on the narrated experiences or events.

{begin deletion}

[W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

{W.8.5 was changed to W.WP.8.4.}

W.**WP.**8.[5]**4**. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, {begin deletion} [revising, editing, rewriting, or trying a new approach,] {end deletion} {begin new} **sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products;** {end new}focusing on how well purpose and audience have been addressed.

{begin deletion}

[W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.]

{end deletion}

{W.8.7 was changed to W.WR.8.5.}

W.**WR.**8.[7]**5.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

{W.8.8. was changed to W.SE.8.6.}

W.**SE.**8.[8]**6**. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. {begin new} **(Students may gather relevant, credible evidence to construct an argument related to increases in human population and per-capita consumption of scarce natural resources, caused by climate change, and their impact on Earth’s systems.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{begin deletion}

[W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
2. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).]

{end deletion}

{W.8.10. was changed to W.RW.8.7.}

W.**RW.**8.[10]**7**. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Domain

{For the all of the grade 8 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.8.1, "PE" is new.}

SL.**PE.**8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.**II.**8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. {begin new} **(Students may analyze the criteria and constraints of a design problem that is the result of the local impact of climate change, taking into account the source of the criteria, its credibility, and the motives behind its presentation.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

SL.**ES.**8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.**PI.**8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.**UM.**8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.**AS.**8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Grades 9–10

### Language Domain

{For the all of the grade 9–10 language domain standards, the two letters after "L" in the codes are new. For example, in L.SS. 9–10.1, "SS" is new.}

L.**SS**.9–10.1. Demonstrate command of the [conventions of standard] **system and structure of the** English [grammar and usage] **language** when writing or speaking.

{C through E are new.}

1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.**

**D. Use a colon to introduce a list or quotation.**

**E. Recognize spelling conventions.**

{begin deletion}

[L.9–10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
2. Use a colon to introduce a list or quotation.
3. Spell correctly.]

{end deletion}

{L.9–10.3 was changed to L.KL.9–10.2.}

L.**KL**.9–10.[3]**2**. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

{A and C are new. What was A is now B.}

1. {begin new} **Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.** {end new}

[A]**B.** Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

1. {begin new} **Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.** {end new}

{L.9–10.4. was changed to L.VL.9–10.3.}

L.**VL**.9–10.[4]**3**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, {begin new} **including technical meanings,** {end new} choosing flexibly from a range of strategies.

{C is new. Consequently, C became D and D became E.}

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
3. {begin new} **Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).** {end new}

[C]**D**. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

[D]**E.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

{L.9–10.5. was changed to L.VL.9–10.4.}

L.**VI**.9–10.[5]**4**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings {begin new}**, including connotative meanings.** {end new}

{C is new}

1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.
3. {begin new} **Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).** {end new}

### Reading Domain

{For the all of the grade 9–10 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR. 9–10.1, "CR" is new.}

RL.**CR**.9–10.1. Cite [strong and] **a range of** thorough textual evidence and make relevant connections to **strongly** support analysis of **multiple aspects of** what [the] **a literary** text says explicitly [as well as] **and** inferentially, **as well as** including determining where the text leaves matters uncertain.[[145]](#footnote-146)

RI.**CR**.9–10.1. [Accurately] cite [strong] **a range** and thorough textual evidence[, (e.g., via discussion, written response, etc.)] and make **clear and** relevant connections, to **strongly** support **an** analysis of **multiple aspects of** what [the] **an informational** text says explicitly [as well as] **and** inferentially, [including determining where the text leaves matters uncertain] **as well as interpretations of the text.[[146]](#footnote-147)**

RL.**CI.**9–10.2. Determine [a] **one or more** theme**s** [or central idea] of a **literary** text and analyze [in detail its] **how it is** develop[ment]**ed and refined** over the course of the text, including how it emerges and is shaped [and refined] by specific details [and]**;** provide an objective summary of the text.[[147]](#footnote-148)

RI.**CI.**9–10.2. Determine [a] **one or more** central idea**s** of a**n informational** text and analyze how it is developed and refined **over the course of a text, including how it emerges and is shaped** by specific details; provide an objective summary of the text.**[[148]](#footnote-149)**

RL.**IT**.9–10.3. Analyze how {begin new} **an author unfolds and develops ideas throughout a text, including how** {end new} complex characters (e.g., those with multiple or conflicting motivations) develop {begin deletion} [over the course of a text] {end deletion}, interact with other characters, and advance the plot or develop the theme.

RI.**IT**.9–10.3. Analyze how [the] **an** author unfolds [an analysis or series of]ideas [or events] **throughout the text**, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**[[149]](#footnote-150)**

{begin deletion}

[RL.9–10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).]

[RI.9–10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).]

{end deletion}

RL.**TS.**9–10.[5]**4**. Analyze how an author’s choices concerning [how to] **the** structure **of** a text, order **of the** events within it (e.g., parallel plots), and [manipulate] **manipulation of** time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).[[150]](#footnote-151)

RI.**TS.**9–10.[5]**4**. Analyze in detail [how an] **the** author’s **choices concerning the structure of** ideas or claims [are] **of a text, and how they are** developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).[[151]](#footnote-152)

{RL.9–10.6 was changed to RL.PP.9–10.5.}

RL.**PP.** 9–10.[6]**5**. {begin deletion} [Analyze a particular point of view or] {end deletion} {begin new} **Determine an author’s lens in a text (including** {end}cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature {begin new}**)** **and analyze how an author uses rhetorical devices to advance a point of view.** {end new}

{RI.9–10.6 was changed to RI.PP.9–10.5.}

RI.**PP.**9–10.[6]**5**. Determine an author’s {begin deletion} [point of view or] {end deletion} purpose in a text {begin new} **(including cultural experience and knowledge reflected in text originating outside the United States)** {end new}and analyze how an author uses rhetorical devices to advance that [point of view or] purpose.

{RL.9–10.7 was changed to RL.MF.9–10.6.}

RL.**MF.**9–10**.**[7]**6.** Analyze {begin deletion} [the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)] {end deletion} {begin new} **integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).** {end new}

{RI.9–10.7 was changed to RI.MF.9–10.6.}

RI.**MF.**9–10**.**[7]**6.** Analyze {begin deletion} [various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account] {end deletion} {begin new}**, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem**. {end new}

{begin deletion}

[RL.9–10.8. N/A in literature]

{end deletion}

{RI.9–10.8 was changed to RI.AA.9–10.7.}

RI.**AA.**9–10.[8]**7**. Describe and evaluate the argument and specific claims in {begin deletion} [a nonfiction example or] {end deletion} {begin new} **an informational** {end new} text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.**CT.**9–10**.**[9]**8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on [and] **develops, or** transforms source material [in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare)] **historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.[[152]](#footnote-153)**

{RI. 9–10.9 was changed to RI. CT.9–10.8.}

RI.**CT.**9–10.[9]**8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) {begin deletion} [documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.)] {end deletion} {begin new} **seminal and informational text of historical and scientific significance,** {end new}including how they relate in terms of themes and significant concepts. {begin new} **(Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{begin deletion}

[RL.9–10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.]

[RI.9–10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.]

{end deletion}

### Writing Domain

{For the all of the grade 9–10 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.9–10.1, "AW" is new.}

W.**AW.**9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient {begin new} **textual and non-textual** {end new} evidence.

1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims [avoiding common logical fallacies, propaganda devices, and] using sound reasoning, supplying **data and** evidence for each while pointing out the strengths and limitations of both **claim(s) and counterclaims** in a **discipline-appropriate** manner that anticipates the audience’s knowledge level and concerns. [[153]](#footnote-154)
3. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.**IW**.9–10.2. Write informative/explanatory texts {begin new} **(including the narration of historical events, scientific procedures/ experiments, or technical processes)** {end new}to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid[ing] **in** comprehension. [[154]](#footnote-155)
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.**NW.**9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

{begin deletion}

[W.9–10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

{W.9–10.5 was changed to W.WP.9–10.4.}

W.**WP.**9–10.[5]**4**. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach[,] {begin new}**; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress;** {end new}[or] consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.[[155]](#footnote-156)

{begin deletion}

[W.9–10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.]

{end deletion}

{W.9–10.7 was changed to W.WR.9–10.5.}

W.**WR.**9–10.[7]**5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. {begin new} **(Students may use relevant scientific and related informational texts to research the local effects of climate change on the local economy.** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{W.9–10.8 was changed to W.SE.9–10.6.}

W.**SE.**9–10.[8]**6**. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

{begin deletion}

[W.9–10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

1. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
2. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).]

{end deletion}

{W.9–10.10. was changed to W.RW.9–10.7.}

W.**RW.**9–10.[10]**7**. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Speaking and Listening Domain

{For the all of the grade 9–10 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.9 –10.1, "PE" is new.}

SL.**PE.**9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
4. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.**II.**9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.**ES.**9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.**PI.**9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.**UM.**9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. {begin new} (**Students may use multiple forms of digital media to explain why natural resources continue to be of source of conflict in the United States and in other nations.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

SL.**AS.**9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

## Grades 11–12

### Language Domain

{For the all of the grade 11–12 language domain standards, the two letters after "L" in the codes are new. For example, in L.SS. 11–12.1, "SS" is new.}

{begin deletion}

[L.11–12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.]

{end deletion}

L.**SS**.11–12.[2]**1**. Demonstrate command of the [conventions of standard] **system and structure of the** English [capitalization, punctuation, and spelling] **language** when writing **or speaking**. [[156]](#footnote-157)

{A is new. Consequently, A became B and B became C.}

1. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

[A]**B**. Observe hyphenation conventions.

[B]**C.** [Spell correctly.] {begin new} **Recognize spelling conventions.** {end new}

{L.11–12.3 was changed to L.KL.11–12.2.}

L.**KL**.11–12.[3]**2**. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

{A and C are new. What was A is now B.}

1. {begin new} **Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.** {end new}

[A]**B**. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

{begin new}

**C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

{end new}

{L.11–12.4 was changed to L.VL.11–12.3.}

L.**VL**.11–12.[4]**3**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, {begin new} **including technical meanings,** {end new}choosing flexibly from a range of strategies.

{C is new. Consequently, C became D and D became E.}

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
3. {begin new} **Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.** {end new}

[C]**D**. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

[D]**E**. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

{L.11–12.5 was changed to L.VI.11–12.4.}

L.**VI**.11–12.[5]**4**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**,** {begin new} **including connotative meanings.** {end new}

{C and D are new.}

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.
3. **Analyze how the meaning of a key term or terms develops or is refined over the course of a text.**
4. **Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.**

### Reading Domain

{For the all of the grade 11–12 reading domain standards, the two letters after "RL" in the codes are new. For example, in RL.CR. 11–12.1, "CR" is new.}

RL.**CR**.11–12.1. **Accurately** cite strong and thorough textual evidence and make relevant connections to **strongly** support **a comprehensive** analysis **of multiple aspects** of what [the]**a literary** text says explicitly [as well as inferences drawn from the text,] **and inferentially, as well as interpretations of the text; this may** includ[ing]**e** determining where the text leaves matters uncertain.[[157]](#footnote-158)

RI.**CR**.11–12.1. Accurately cite [strong and] **a range of** thorough textual evidence[, (e.g., via discussion, written response, etc.),] **and make relevant connections** to **strongly** support **a comprehensive** analysis **of multiple aspects** of what [the] **an** **informational** text says explicitly [as well as] **and** inferentially, [including determining where the] **as well as interpretations of the** text [leaves matters uncertain].**[[158]](#footnote-159)**

RL.**CI.**11–12.2. Determine two or more themes [or central ideas] of a **literary** text and analyze [their] **how they are** develop[ment]**ed** **and refined** over the course of the text, including how they interact and build on one another to produce a complex account **or analysis;** provide an objective summary of the text.[[159]](#footnote-160)

RI.**CI.**11–12.2. Determine two or more central ideas of a**n informational** text[,] and analyze [their] **how they are** develop[ment]**ed** and **refined over the course of a text, including** how they interact **and build on one another** to provide a complex **account or** analysis; provide an objective summary of the text.[[160]](#footnote-161)

RL.**IT**.11–12.3. Analyze the impact of the author’s choices {begin new} **as they develop ideas throughout the text** {end new} regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.**IT**.11–12.3. Analyze {begin new} **the impact of an author's choices as they develop ideas throughout the text regarding** {end new} a complex set of ideas or sequence of events**,** and explain how specific individuals, ideas, or events interact and develop {begin deletion} [over the course of the text] {end deletion}.

{begin deletion}

[RL.11–12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)]

[RI.11–12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).]

{end deletion}

RL.**TS.**11–12.[5]**4**. [Analyze how an] **Evaluate the** author’s choices concerning [how to] **the** structure **and the effectiveness of** specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) **and how they** contribute to its overall structure and meaning**,** as well as its aesthetic impact.[[161]](#footnote-162)

{RI.11–12.5. was changed to RI.TS.11–12.4.}

RI.**TS.**11–12.[5]**4**. {begin deletion} [Analyze and] {end deletion} {begin new} Evaluate **the author’s choices concerning structure and** {end new} the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

{RL.11–12.6. was changed to RL.PP.11–12.5.}

RL.**PP.**11–12.[6]**5**. {begin deletion} [Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)] {end deletion} {begin new} **Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).** {end new}

RI.**PP.**11–12.[6]**5**. [Determine] **Analyze** an author’s [point of view or] purpose in a text [in which the rhetoric is particularly effective] **distinguishing what is directly stated in a text or through rhetoric**, analyzing how style and content [contribute to the power, persuasiveness or beauty of the text] **convey information and advance a point of view.[[162]](#footnote-163)**

RL.**MF.**11–12**.**[7]**6.** [Analyze] **Synthesize complex information across** multiple [interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)] **sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author’s message).[[163]](#footnote-164)**

RI.**MF.**11–12**.**[7]**6.** [Integrate and evaluate] **Synthesize complex information across** multiple sources [of information presented in different media or] **and** formats [(e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem] **to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept)**.[[164]](#footnote-165)

{begin deletion}

[RL.K.11–12. N/A in literature]

{end deletion}

{RI.11–12.8. was changed to RI.AA.11–12.7.}

RI.**AA.**11–12.[8]**7**. Describe and evaluate the reasoning in seminal U.S. and global texts, {begin deletion} [including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents)] {end deletion} and the premises, purposes, and arguments in {begin new} **these** works {end new} {begin deletion} [of public advocacy (e.g., The Federalist, presidential addresses)] {end deletion}.

{RL.11–12.9. was changed to RI.AA.11–12.7.}

RL.**CT.**11–12.[9]**8.** Demonstrate knowledge of analyze, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) {begin deletion} [eighteenth-, nineteenth- and early twentieth-century foundational works of literature,] {end deletion} {begin new} **documents of historical and literary significance for their themes, purposes, and rhetorical features,** {end new} including how two or more texts from the same period treat similar themes or topics.

RI.**CT.**11–12**.**[9]**8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and [literary] **scientific** significance for their [themes,] purposes [and rhetorical features], including primary source documents relevant to U.S. and/or global history **and texts proposing scientific or technical advancements. (Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.)** [[165]](#footnote-166)This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.

### Writing Domain

{For the all of the grade 11–12 writing domain standards, the two letters after "W" in the codes are new. For example, in W.AW.11–12.1, "AW" is new.}

W.**AW.**11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
3. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.**IW**.11–12.2. Write informative/explanatory texts {begin new} **(including the narration of historical events, scientific procedures/ experiments, or technical processes)** {end new} to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.**NW.**11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

{begin deletion}

[W.11–12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)]

{end deletion}

{W.11–12.5. was changed to W.WP.11–12.4.}

W.**WP.**11–12.[5]**4**. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach[,]; {begin new} **sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing);** {end new} or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

{begin deletion}

[W.11–12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.]

{end deletion}

{W.11–12.7. was changed to W.WR.11–12.5.}

W.**WR.**11–12.[7]**5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. {begin new} **(Students may research, analyze, and critique the role of the petroleum industry in world politics, the global economy, and global climate change.)** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new}

{W.11–12.8. was changed to W.SE.11–12.6.}

W.**SE.**11–12.[8]**6**. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

{begin deletion}

[W.11–12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
2. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).]

{end deletion}

{W.11–12.10. was changed to W.RW.11–12.7.}

W.**RW.**11–12.[10]**7**. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### Speaking and Listening Domain

{For the all of the grade 11–12 speaking and listening domain standards, the two letters after "SL" in the codes are new. For example, in SL.PE.11–12.1, "PE" is new.}

SL.**PE.**11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.**II.**11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL**.ES.**11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.**PI**.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.**UM.**11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. {begin new **(For example, students can utilize digital platforms to collaborate with students in other countries to develop possible solutions to environmental justice issues resulting from climate change.) \** This icon indicates that the performance expectation is being highlighted for inclusion in an interdisciplinary climate change unit.{end new

SL.**AS.**11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

{All of the Companion Standards were deleted.}

{begin deletion}

## [Companion Standards: Reading History and Social Studies, Grades 6–8]

RH.6–8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6–8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6–8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6–8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6–8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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

RH.6–8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6–8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6–8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6–8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.

## [Companion Standards: Reading History and Social Studies, Grades 9–10]

[RH.9–10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.]

[RH.9–10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.]

[RH.9–10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.]

[RH.9–10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.]

[RH.9–10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.]

[RH.9–10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.]

[RH.9–10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.]

[RH.9–10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.]

[RH.9–10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.]

[RH.9–10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.]

## [Companion Standards: Reading History and Social Studies, Grades 11–12]

[RH.11–12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.]

[RH.11–12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.]

[RH.11–12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.]

[RH.11–12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).]

[RH.11–12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.]

[RH.11–12.6. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.]

[RH.11–12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.]

[RH.11–12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.]

[RH.11–12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.]

[RH.11–12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.]

## [Companion Standards: Reading Science and Technical Subjects, Grades 6–8]

[RST.6–8.1. Cite specific textual evidence to support analysis of science and technical texts.]

[RST.6–8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.]

[RST.6–8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.]

[RST.6–8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.]

[RST.6–8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.]

[RST.6–8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.]

[RST.6–8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).]

[RST.6–8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.]

[RST.6–8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.]

[RST.6–8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.]

## [Companion Standards: Reading Science and Technical Subjects, Grades 9–10]

[RST.9–10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.]

[RST.9–10.2. Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.]

[RST.9–10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.]

[RST.9–10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.]

[RST.9–10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).]

[RST.9–10.6. Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.]

[RST.9–10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.]

[RST.9–10.8. Determine if the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.]

[RST.9–10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.]

[RST.9–10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.]

## [Companion Standards: Reading Science and Technical Subjects, Grades 11–12]

[RST.11–12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.]

[RST.11–12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.]

[RST.11–12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.]

[RST.11–12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.]

[RST.11–12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.]

[RST.11–12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.]

[RST.11–12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.]

[RST.11–12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.]

[RST.11–12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.]

[RST.11–12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.]

## [Companion Standards: Writing History, Science and Technical Subjects, Grades 6–8]

[WHST.6–8.1. Write arguments focused on discipline-specific content.

1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal/academic style, approach, and form.
5. Provide a concluding statement or section that follows from and supports the argument presented.]

[WHST.6–8.2. Write informative/explanatory texts, including the narration of historical events,

scientific procedures/ experiments, or technical processes.

1. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal/academic style, approach, and form.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.]

[WHST.6–8.3 (See note; not applicable as a separate requirement)]

[WHST.6–8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.]

[WHST.6–8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.]

[WHST.6–8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.]

[WHST.6–8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.]

[WHST.6–8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.]

[WHST.6–8.9. Draw evidence from informational texts to support analysis, reflection, and research.]

[WHST.6–8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.]

## [Companion Standards: Writing History, Science and Technical Subjects, Grades 9–10]

[WHST.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts,

using valid reasoning and relevant sufficient textual and non-textual evidence.

1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
3. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding paragraph or section that supports the argument presented.]

[WHST.9–10.2. Write informative/explanatory texts, including the narration of historical events,

scientific procedures/ experiments, or technical processes.

1. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding paragraph or section that supports the argument presented.]

[WHST.9–10.3 (See note; not applicable as a separate requirement)]

[WHST.9–10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.]

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

[WHST.9–10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.]

[WHST.9–10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.]

[WHST.9–10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.]

[WHST.9–10.9. Draw evidence from informational texts to support analysis, reflection, and research.]

[WHST.9–10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.]

## [Companion Standards: Writing History, Science and Technical Subjects, Grades 11–12]

[WHST.11–12.1. Write arguments focused on discipline-specific content.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
3. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding paragraph or section that supports the argument presented.]

[WHST.11–12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

1. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
5. Provide a concluding paragraph or section that supports the argument presented.]

[WHST.11–12.3 (See note; not applicable as a separate requirement)]

[WHST.11–12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.]

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

[WHST.11–12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.]

[WHST.11–12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.]

[WHST.11–12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.]

[WHST.11–12.9. Draw evidence from informational texts to support analysis, reflection, and research.]

[WHST.11–12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.]

{end deletion}

## Appendix A: Text Versions of Diagrams

### Text Version of Figure 1

#### NJSLS ELA 2016

Four domains plus either:

* Foundational Skills: Reading (Grades K–5); or
* Companion Standards (Grades 6–12).

Four domains:

* Reading,
* Writing,
* Language, and
* Speaking and Listening.

Reading Domain:

* Literary Texts
* Informational Texts

Companion Standards:

* Reading in history, social studies, science, and technical subjects
* Writing in history, social studies, science, and technical subjects

#### Note about Informational Texts

The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

[Back to document: Figure 2](#Figure2)

### Text Version of Figure 2

#### Proposed NJSLS 2023

Four domains:

* Reading
* Writing
* Speaking and Listening
* Language

Reading domain:

* Literary texts
* Informational Texts

Language domain:

* Foundation skills: reading
* Foundational skills: writing

#### Note about Informational Texts

The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

[Back to document: text after Figure 2](#AfterFigure2)

1. Original: Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing. New: (SS) System and Structure of Language. By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. [↑](#footnote-ref-2)
2. Replaced "NJSLSA.L4." with "(VL) Vocabulary Acquisition, Use and Literal Meaning." Added "by the end of grade 12." Replaced "context clues, analyzing meaningful word parts" with "word analysis, word solving strategies". Original: NJSLSA.L4. Determine the meaning of unknown and multiple-meaning words using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. New: (VL) Vocabulary Acquisition, Use and Literal Meaning. By the end of grade 12, determine the meaning of unknown and multiple-meaning words using word analysis, word solving strategies, and consulting general and specialized reference materials, as appropriate. [↑](#footnote-ref-3)
3. Replaced "NJSLSA.R5." with "(TS) Text Structure: By the end of grade 12." [↑](#footnote-ref-4)
4. Replaced "NJSLSA.R6." with " PP) Perspective and Purpose in Texts: By the end of grade 12." Replaced "point of view: with "perspective." Original: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. New: (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text. [↑](#footnote-ref-5)
5. Replaced "NJSLSA.W5" with "(WP) Writing Process" and added the text "By the end of grade 12." [↑](#footnote-ref-6)
6. Replaced "NJSLSA.W7." with "(RW) Range of Writing" and added "By the end of grade 12." [↑](#footnote-ref-7)
7. Replaced "NJSLSA.W8." with "(SE) Sources of Evidence." Added "By the end of grade 12." Other changes are best understood by comparing the original to the new. Original: NJSLSA.W8. Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. New: (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sourcesto support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. [↑](#footnote-ref-8)
8. Replaced "NJSLSA.W10." with "(RW) Range of Writing" and added "by the end of grade 12." [↑](#footnote-ref-9)
9. Original: D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC). (This does not include CVCs ending with /l/, /r/, or /x/. New: E. Isolate and pronounce the initial, medial and final sounds (phonemes) in spoken, single-syllable words. (This does not include simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends). [↑](#footnote-ref-10)
10. Deleted "and sight." Added "Grade-level irregular words." New statement is: C. Read high-frequency words grade level irregular words with automaticity. [↑](#footnote-ref-11)
11. Original: RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. New: L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. [↑](#footnote-ref-12)
12. Original: L.K.3: Begins in grade 2. New: L.KL.K.1: With prompting and support, develop knowledge of language and its conventions when speaking and listening. [↑](#footnote-ref-13)
13. Original: RI.K.2. With prompting and support, identify the main topic andretell key details of a text. New: RI.CI.K.2. With prompting and support, identify the main topic of an informational text and key details (e.g., who, what, where, when, why, how). [↑](#footnote-ref-14)
14. Original: RI.K.5. Identify the front cover, back cover, and title page of a book. New: RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book). [↑](#footnote-ref-15)
15. RL.K.9 was changed to RL.CT.K.8. Other changes are best understood by comparing the original to the new. Replaced "compare and contrast the adventures and experiences of characters in familiar stories" with "identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)." New: RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). [↑](#footnote-ref-16)
16. Replaced RI.K**.**9**.** withRI.CT.K**.**8**.** [↑](#footnote-ref-17)
17. Replaced "book" with "text" New: W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces topics or texts (e.g., My favorite book is...). [↑](#footnote-ref-18)
18. Replaced "what happened" with "the experience or events." New: C. Provide a reaction to the experiences or events. [↑](#footnote-ref-19)
19. Original: W.K.5. With guidance and support, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details)**.** New: W.WP**.**K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others. [↑](#footnote-ref-20)
20. Original: W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)**.** New: W.WR.K.75. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book). [↑](#footnote-ref-21)
21. Original: W.K.10. (Begins in grade 3). New: W.RW.K. 7. With prompting and support, engage in brief but regular writing and drawing tasks. [↑](#footnote-ref-22)
22. Original: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills L.RF.K.1); A. recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). New: Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [↑](#footnote-ref-23)
23. Replaced L.1.3with L.KL.1.3.1. Original: L.1.3.Begins in grade 2. New: L.KL.1.3.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. [↑](#footnote-ref-24)
24. L.1.4 waschanged to L.VL.1.2. [↑](#footnote-ref-25)
25. Original: RL.1.2.Retell stories, including key details, and demonstrate understanding of their central message or lesson. New: RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). [↑](#footnote-ref-26)
26. Original: RI.1.2 Ask and answer questions about key details in atext**.** New: RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). [↑](#footnote-ref-27)
27. Original: RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. New: RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. [↑](#footnote-ref-28)
28. Original: RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text**.** New: RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. [↑](#footnote-ref-29)
29. Original: RI.1**.**7Use the illustrations and details in a textto describe its key ideas. New: RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students my look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.) [↑](#footnote-ref-30)
30. Original: RL.1**.**9. Compare and contrast the adventures and experiences of characters in stories**.** New: RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). [↑](#footnote-ref-31)
31. Original: RI.1**.**9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). New: RI.CT.1.9. Identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). [↑](#footnote-ref-32)
32. Original: W.1.1. Write opinion pieces in which they. New: W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. [↑](#footnote-ref-33)
33. Original: B.supply a reason forthe opinionand. New: B. Support the opinion with facts or other information and examples related to the topic. [↑](#footnote-ref-34)
34. Replaced "some sense of closure" with "a conclusion." New: C. Provide a conclusion." [↑](#footnote-ref-35)
35. Original: W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. New: W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) [↑](#footnote-ref-36)
36. Original: W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. New: W.NW.1.3. With prompts and support, Write narratives of several complete sentences based on real or imagined experiences or events. [↑](#footnote-ref-37)
37. Original: W.1.5 Withguidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. New: W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. [↑](#footnote-ref-38)
38. Original: W.1.7. Participate inshared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)**.** New: W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic. [↑](#footnote-ref-39)
39. Original: W.1.8. With guidance and support from adults, recall information from experiences or] gather information from provided sources to answer a question. New: W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. [↑](#footnote-ref-40)
40. Original: W.1.10. (Begins in grade 3). New: W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. [↑](#footnote-ref-41)
41. Original: RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. New: RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. [↑](#footnote-ref-42)
42. Original: RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. New: RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. [↑](#footnote-ref-43)
43. Original: RL.2.2. Recount stories, including fables and folktales from diverse cultures and determine their central message/theme, lesson, or moral. New: RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures). [↑](#footnote-ref-44)
44. Original: RI.2.2. Identify themain topic of a multi**-**paragraph text, as well as the focusof specific paragraphs within the text. New: RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). [↑](#footnote-ref-45)
45. Replaced "story" with text." New: RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action**,** identifying how each successive part builds on earlier sections. [↑](#footnote-ref-46)
46. Original: RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. New: RI.TS.2.4. Describe the overall structure of a text and effectively text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. [↑](#footnote-ref-47)
47. Replaced "wants to" with "seeks to explore." New: RI.PP**.**2.5. Identify the main purpose of a text, including what the author seeks to explore**,** answer, explain, or describe. [↑](#footnote-ref-48)
48. Deleted "two or more." Added "literary." New: RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [↑](#footnote-ref-49)
49. Original: RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. New: RI.CT.2.8**.** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. [↑](#footnote-ref-50)
50. Original: supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and. New: B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. [↑](#footnote-ref-51)
51. Deleted "use evidence-based. " Added "clearly." New: A. Introduce a topic clearly. [↑](#footnote-ref-52)
52. Original: Provide a sense of closure. New: E. Provide a conclusion or sense of closure related to the narrated experiences or events. [↑](#footnote-ref-53)
53. Original: W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection,revising and editing. New: W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. [↑](#footnote-ref-54)
54. Original: W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). New: W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research. [↑](#footnote-ref-55)
55. Original: W.2.8Recall information from experiences or gather information from providedsources to answer a question. New: W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. [↑](#footnote-ref-56)
56. Original: RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. New: RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. [↑](#footnote-ref-57)
57. Original: RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. New: RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. [↑](#footnote-ref-58)
58. Original: RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. New: RL.CI**.**3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures) [↑](#footnote-ref-59)
59. Original: RI.3.2. Determine the main idea of a text; recountthe key detailsand explain how they support the main idea. New: RI.CI**.**3.2. Recount **i**n oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea. [↑](#footnote-ref-60)
60. Original: RL.3.3. Describe thecharacters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. New: RL.IT.3.3. Describe the development of individual character**’**s traits, motivations, or feelings and explain how their actions contribute to the plot within a text. [↑](#footnote-ref-61)
61. RL.3.5. was changed to RL.TS**.**3.4. "Refer" was changed to "referring." [↑](#footnote-ref-62)
62. RI.3.5. was changed to RI.TS.3.4. "Use" was changed to "using." [↑](#footnote-ref-63)
63. Original: RL.3**.**9 Compare , contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). New: RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). [↑](#footnote-ref-64)
64. Original: W.3.1. Write opinion pieces on topics or texts , supporting a point of view with reasons. New: W.AW.3.1. Write opinion texts to present an idea with reasons and information. (Students may use information from texts they have read to state their opinions on when the environment changes, due to climate change, the types of plants and animals in that region change.) [↑](#footnote-ref-65)
65. Original: A. Introduce the topic or text they are writing about, state an opinion , and create an organizational structure that lists reasons. New: A. Introduce an opinion clearly. [↑](#footnote-ref-66)
66. Original: B. Provide reasons that support the opinion. New: B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic. [↑](#footnote-ref-67)
67. Original: C. Use linking words and phrases (e.g.because, therefore, since, for example) to connect opinion and reasons. New: Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons. [↑](#footnote-ref-68)
68. Original: C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. New: D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore) [↑](#footnote-ref-69)
69. Replaced "temporal" with "transitional." Replaced "signal" with "manage the sequence of." Original: C. Use temporal words and phrases to signal event order. New: C. Use transitional words and phrases to manage the sequence of events. [↑](#footnote-ref-70)
70. W.3.7 was changed to W.WR.3.5. New: W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic. [↑](#footnote-ref-71)
71. Original: W.3.8. Recall information from experiences orgather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. New: W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic. [↑](#footnote-ref-72)
72. Original: W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. New: W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. [↑](#footnote-ref-73)
73. Original: RL.4.1. Refer to details and examples in a textand make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. New: RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text. [↑](#footnote-ref-74)
74. Original: RI.4.1. Refer to details and examples in a textand make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. New: RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text. [↑](#footnote-ref-75)
75. Original: RL.4.2. Determine atheme of a story, drama, or poem from in the text; summarize the text. New: RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text. [↑](#footnote-ref-76)
76. Original: RI.4.2. Determine themain idea of a text and explain how it is supported by details in the text; summarize the text. New: RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text. [↑](#footnote-ref-77)
77. Original: RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. New: RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent. [↑](#footnote-ref-78)
78. Original: RI.4**.**7**.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. New: RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. [↑](#footnote-ref-79)
79. Original: RI.4.8**.** Explain how an author uses reasons and evidence to support particular points in a text. New: RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. [↑](#footnote-ref-80)
80. Original: RL.4**.**9**.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes**,** and topics**.** New: RL.CT.4.8. Compare and contrast the treatment of similar themes, and patterns of events in literary texts from authors of different cultures. [↑](#footnote-ref-81)
81. Original: A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. New: A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. [↑](#footnote-ref-82)
82. Original: W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. New: W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources. [↑](#footnote-ref-83)
83. Original: W.4.10**.** Write routinely over extended time frames (time for research , reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. New: W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences. [↑](#footnote-ref-84)
84. Original: RL.5.1. Quote accurately from a text,and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. New: RL.CR.5.1. Quote accurately from a literary text, when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. [↑](#footnote-ref-85)
85. Original: Original: RI.5.1. Quote accurately from a text,and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. New: RI.CR.5.1. Quote accurately from an informational text, when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. [↑](#footnote-ref-86)
86. Original: RL.5.2. Determine the key detailsin a story, drama or poemto identify the theme and to summarize the text. New: RL.CI**.**5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; summarize the text. [↑](#footnote-ref-87)
87. Original: RI.5.2. Determine two or more main ideas of atext and explain how they are supported by key details; summarize the text. New: RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. [↑](#footnote-ref-88)
88. Original: RL.5.3.Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). New: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact). [↑](#footnote-ref-89)
89. Original: RL.5.6 .Describe how a narrator’s or speaker’s point of view influences how events are described. New: RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation. [↑](#footnote-ref-90)
90. Original: RI.5**.**7. Draw on information[from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.New: RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. [↑](#footnote-ref-91)
91. RL.5.9**.** Compare,contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics. (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. New: RL.CT.5.8. Compare **a**nd contrast authors’ approaches across two or more literary texts within the same genre or about the same or similar topics. [↑](#footnote-ref-92)
92. Original: RI.5**.**9**.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic**s**. New: RI.CT.5.8. Compare and contrast the authors’ approaches across two or more informational texts within the same genre or about texts on the same or similar topics. (Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems.) [↑](#footnote-ref-93)
93. "Aiding" was changed to "aid" and "in" was added. New: Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension. [↑](#footnote-ref-94)
94. Original: W.5.7**.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic**.** New: W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. [↑](#footnote-ref-95)
95. Original: W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. New: W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. [↑](#footnote-ref-96)
96. Original: W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. New: W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. [↑](#footnote-ref-97)
97. Original: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. New: Demonstrate command of the system and structure of the English language when writing or speaking [↑](#footnote-ref-98)
98. "The text" was replaced with "a literary text." New: Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. [↑](#footnote-ref-99)
99. "The text" was replaced with "an informational text." New: Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. [↑](#footnote-ref-100)
100. Original: RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments**.** New**:** RL.CI.6.2. Use key details and supporting evidence to summarize the theme in a literary text, draw inferences, or analyze connections within or across texts (e.g. events, people, ideas). [↑](#footnote-ref-101)
101. Original: RI.6.2. Determine a central idea of atext and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments**.** New: RI.CI.6.2. Use key details and supporting evidence to summarize the central idea in an informational text, draw inferences, or analyze connections within or across texts (e.g. events, people, ideas). [↑](#footnote-ref-102)
102. Original: RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. New: RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. [↑](#footnote-ref-103)
103. Original: RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). New: RI.IT.6.3. Analyze how a particular text’s (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. [↑](#footnote-ref-104)
104. Original: RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza,fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. New: RL.TS.6.4. Analyze how a particular piece (e.g. sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. [↑](#footnote-ref-105)
105. Original: RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structureof a text and contributes to the development of the ideas. New: RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. [↑](#footnote-ref-106)
106. Original: RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. New: RL.PP.6.[6]5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). [↑](#footnote-ref-107)
107. Original: RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. New: RI.PP.6.5. Identify author’s purpose perspective or potential bias in a text and explain the impact on the reader’s interpretation. [↑](#footnote-ref-108)
108. Original: RL.6.7**.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. New: RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. [↑](#footnote-ref-109)
109. Original: RL.6**.**9**.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different formsor genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. New: RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. [↑](#footnote-ref-110)
110. Original: RI.6**.**9**.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).New: RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics. [↑](#footnote-ref-111)
111. Original: A. Introduce claim(s) and organize the reasons and evidence clearly. New: A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. [↑](#footnote-ref-112)
112. Original: B. Support claim(s) with clear reasonsand relevant evidence, using credible sources and demonstrating an understanding of the topic or text. New: B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. [↑](#footnote-ref-113)
113. Added "link" and "evidence." Original: Use words, phrases, and clauses to clarify the relationships among claim(s), and reasons. New: Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. [↑](#footnote-ref-114)
114. Replaced "aiding" with "aid in." [↑](#footnote-ref-115)
115. Original: W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,**;** revising, editing, rewriting, or trying a new approach. New:W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. [↑](#footnote-ref-116)
116. "Conventions of standard English grammar and usage" replaced with "system and structure of the English language." Original: L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. New: L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. [↑](#footnote-ref-117)
117. Replaced "the text" with "a literary text." New: Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. [↑](#footnote-ref-118)
118. Replaced "the text" with "an informational text." New: Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. [↑](#footnote-ref-119)
119. Original: Determine a theme or central idea ofatext and analyze its development over the course of the text; provide an objective summary ofthe text. New: Determine a theme in a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; summarize the text. [↑](#footnote-ref-120)
120. Original: RI.7.2. Determine two or more central ideas in atext and analyze their development over the course of the text; provide an objective summary ofthe text. New: RI.CI.7.2. Determine the central idea in an informational text and explain how it is supported by key details; summarize the text. [↑](#footnote-ref-121)
121. Original: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). New: RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [↑](#footnote-ref-122)
122. Original: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). New: Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories). [↑](#footnote-ref-123)
123. Original: RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. New: RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure(e.g., soliloquy, sonnet) contributes to its meaning. [↑](#footnote-ref-124)
124. Original: RI.7.5. Analyze the structure an author uses to organize a text including how the major sections contribute**s** to the whole and to the development of the ideas. New: RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g. cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information. [↑](#footnote-ref-125)
125. Original: RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. New: RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. [↑](#footnote-ref-126)
126. Original: RI.7.6. Determine an author’s point of view orpurpose in a text and analyze how the author distinguishes his or her position from that of others. New: RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence. [↑](#footnote-ref-127)
127. Original: RL.7.7**.** Compare and contrasta written story, drama, or poemto its audio, filmed, staged, or multimedia version, analyzingthe effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). New: RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). [↑](#footnote-ref-128)
128. Original: RI.7**.**7**.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)**.** New: RI.MF**.**7**.**6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. [↑](#footnote-ref-129)
129. Original: RL**.**7.9**.** Compare,contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. New: RL**.**CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. [↑](#footnote-ref-130)
130. Original: B. Support claim(s) with logical reasoning and relevant, evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. New: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. [↑](#footnote-ref-131)
131. Original: F. Provide a concluding statement or section that follows from and supports the information or explanation presented. New: F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented. [↑](#footnote-ref-132)
132. Original: W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,revising, editing, rewriting, or trying a new approach,focusing on how well purpose and audience have been addressed. New: W.WP**.**7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed. [↑](#footnote-ref-133)
133. Replaced "conventions of standard English grammar and usage" with "systems and structure of the English language." New: Demonstrate command of the system and structure of the English languagewhen writing or speaking. [↑](#footnote-ref-134)
134. Original: RL.8.1. Cite the textual evidence and makerelevant connections that most strongly supports an analysis of what thetext says explicitly as well as inferences drawn from the text. New: RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. [↑](#footnote-ref-135)
135. Original: RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what thetext says explicitly as well as inferences drawn from the text. New: RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. [↑](#footnote-ref-136)
136. Original: RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot**;** provide an objective summary of the text**.** New: RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. [↑](#footnote-ref-137)
137. Original: RI.8.3. Analyze how a text makes connections among and distinctions between individuals,ideas, or events (e.g., through comparisons, analogies, or categories)**.** New: RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts. [↑](#footnote-ref-138)
138. Original: RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. New: RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. [↑](#footnote-ref-139)
139. Original: RI.8.5. Analyze the structure an author uses to organizea specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. New: RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure. [↑](#footnote-ref-140)
140. Original: RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. New: RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). [↑](#footnote-ref-141)
141. Original: RI**.**8.6. Determine an author’s point of view or purpose in a text and analyze how the authoracknowledgesand responding to conflicting evidence or viewpoints. New: RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. [↑](#footnote-ref-142)
142. Original: RI.8**.**6**.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.New: RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. [↑](#footnote-ref-143)
143. Original: B. Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text. New: B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, usingcredible sources. [↑](#footnote-ref-144)
144. Original: F. Provide a concluding statement or section that follows from and supports the information or explanation presented. New: F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs)that synthesizes the information or explanation presented. [↑](#footnote-ref-145)
145. Original: RL.9–10.1. Cite strong andthorough textual evidence and make relevant connections to support analysis of what thetext says explicitly as well as inferentially, including determining where the text leaves matters uncertain. New: RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. [↑](#footnote-ref-146)
146. Original: RI.9–10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and makerelevant connections, tosupport analysis of what thetext says explicitly as well as inferentially, including determining where the text leaves matters uncertain. New: RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially. [↑](#footnote-ref-147)
147. Original: RL.**C**9–10.2. Determine a theme or central idea of a text and analyze in detail its developmentover the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. New: RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. [↑](#footnote-ref-148)
148. Original: RI.9–10.2. Determine a central idea of atext and analyze how it is developed and refined by specific details; provide an objective summary of the text. New: RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. [↑](#footnote-ref-149)
149. Original: RI.9–10.3. Analyze how the author unfolds an analysis or series ofideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. New: RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [↑](#footnote-ref-150)
150. Deleted "how to" and added "of" and "the." Original: RL.9–10.5. Analyze how an author’s choices concerning how to structure a text, orderevents within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). New: RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). [↑](#footnote-ref-151)
151. Original: RI.9–10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). New: RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [↑](#footnote-ref-152)
152. Original: RL.9–10**.**9**.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). New: RL.CT.9–10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. [↑](#footnote-ref-153)
153. Original: Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in amanner that anticipates the audience’s knowledge level and concerns. New: Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. [↑](#footnote-ref-154)
154. "Aiding" was changed to "aid in." New: A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aidin comprehension. [↑](#footnote-ref-155)
155. Minor changes: deleted a comma and the word "or." [↑](#footnote-ref-156)
156. Original: L.11–12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**.**

     New: L.SS.11–12.1. Demonstrate command of the system and structure of the English when writing or speaking. [↑](#footnote-ref-157)
157. Original: RL.11–12.1. Cite strong and thorough textual evidence and make relevant connections to support analysisof what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. New: RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. [↑](#footnote-ref-158)
158. Original: RI.11–12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.),tosupportanalysis of what thetext says explicitly as well asinferentially, including determining where the text leaves matters uncertain. New: RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. [↑](#footnote-ref-159)
159. Original: RL.11–12.2. Determine two or more themes or central ideas of a text and analyze their developmentover the course of the text, including how they interact and build on one another to produce a complex account;provide an objective summary of the text. New: RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. [↑](#footnote-ref-160)
160. Original: RI.11–12.2. Determine two or more central ideas of a text, and analyze their developmentand how they interact to provide a complex analysis; provide an objective summary of the text. New: RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. [↑](#footnote-ref-161)
161. Original: RL.11–12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning**,** as well as its aesthetic impact. New: RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. [↑](#footnote-ref-162)
162. Original: RI.11–12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.New: RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. [↑](#footnote-ref-163)
163. Original: RL.11–12**.**7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)New: RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author’s message). [↑](#footnote-ref-164)
164. Original: RI.11–12**.**7. Integrate and evaluatemultiple sources of information presented in different media orformats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. New: RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept). [↑](#footnote-ref-165)
165. Original: RI.11–12**.**9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.New: RI.CT.11–12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. (Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.) [↑](#footnote-ref-166)