

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
	<b>Reading K-12</b>	
ANCHOR	CCRA.R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences <b>and relevant connections</b> from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
ANCHOR	CCRA.R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	NJSLSA.R9. Analyze <b>and reflect on</b> how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ANCHOR	CCRA.R10. Read and comprehend complex literary and informational texts independently and proficiently.	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently <b>with scaffolding as needed</b> .
	<b>Reading Literature K-2</b>	
K	RL.K.1. With prompting and support, ask and answer questions about key details in a text.	RL.K.1. With prompting and support, ask and answer questions about key details in a text ( <b>e.g., who, what, where, when, why, how</b> ).
K	RL.K.2. With prompting and support, retell familiar stories, including key details.	RL.K.2. With prompting and support, retell familiar stories, including key details ( <b>e.g., who, what, where, when, why, how</b> ).
1	RL.1.3. Describe characters, settings, and major events in a story, using key details.	RL.1.3. Describe characters, settings, and major event( <b>s</b> ) in a story, using key details.
1	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level text complexity or above</b> .
2	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ <b>theme</b> , lesson, or moral.
2	RL.2.3. Describe how characters in a story respond to major events and challenges.	RL.2.3. Describe how characters in a story respond to major events and challenges <b>using key details</b> .

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2	RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action <b>identifying how each successive part builds on earlier sections.</b>
2	RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10. Read and comprehend literature, including stories and poetry, <b>at grade level</b> text complexity <b>or above</b> with scaffolding as needed.
<b>Reading Literature 3-5</b>		
3	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1. Ask and answer questions, <b>and make relevant connections</b> to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/ <b>theme</b> , lesson, or moral and explain how it is <b>revealed</b> through key details in the text.
3	RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute <b>to the plot.</b>
3	RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9. Compare, contrast <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral</b> , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>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.</b>

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4	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1. Refer to details and examples in a text <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.
4	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2. Determine the <b>key details to identify theme in</b> a story, drama, or poem <b>and</b> summarize the text.
4	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 mythology (e.g., Herculean).	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 <b>literature</b> .
4	RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL.4.7. <b>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</b>
4	RL.4.9. Compare and contrast 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.	<b>RL.4.9. (previously RL.5.9.) Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</b>
4	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>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.</b>
5	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text, <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.
5	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem.	<b>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</b>

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5	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>RL.5.9.</b> (previously RL.4.9.) <b>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.</b>
5	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>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.</b>
<b>Reading Literature 6-8</b>		
6	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1. Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	RL.6.9. 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.	RL.6.9. Compare, contrast <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> 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.
6	RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>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.</b>
7	RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1. Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.

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7	RL.7.9. 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.	RL.7.9. Compare, contrast <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> 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.
7	RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level <b>text-complexity</b> or above, scaffolding as needed.
8	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1. Cite the textual evidence and <b>make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8	RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RL.8.7. <b>Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</b>
8	RL.8.9. 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.	RL.8.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> 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.
8	RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level <b>text-complexity</b> or above, scaffolding as needed.

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	<b>Reading Literature 9-10</b>	
9-10	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain</b> .
9-10	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, <b>and</b> provide an objective summary of the text.
9-10	RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create <b>specific effects (e.g.</b> mystery, tension, or surprise).
9-10	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each <b>work</b> (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).
9-10	RL.9-10.9. 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 or the Bible or how a later author draws on a play by Shakespeare).	RL.9-10.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare).

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9-10	<p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems <b>at grade level text-complexity or above with scaffolding as needed.</b></p> <p><b>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</b></p>
<b>Reading Literature 11-12</b>		
11-12	<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
11-12	<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over 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.</p>	<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>
11-12	<p>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. (Include Shakespeare as well as other authors).</p>	<p>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.)</p>
11-12	<p>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. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>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., <b>Shakespeare and other authors.</b>)</p>



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11-12	RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RL.11-12.9. Demonstrate knowledge of <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
11-12	RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems <b>at grade level text-complexity or above with scaffolding as needed.</b> <b>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</b>
<b>Reading Informational K-2</b>		
K	RI.K.1. With prompting and support, ask and answer questions about key details in a text.	RI.K.1. With prompting and support, ask and answer questions about key details in a text <b>(e.g., who, what, where, when, why, how).</b>
1	RI.1.8. Identify the reasons an author gives to support points in a text.	RI.1.8. Identify the reasons an author gives to support points in a text <b>and explain the application of this information with prompting as needed.</b>
1	RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	RI.1.10. With prompting and support, read informational texts <b>at grade level text complexity or above.</b>
2	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7. Explain how specific <b>illustrations and</b> images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2	RI.2.8. Describe how reasons support specific points the author makes in a text.	RI.2.8. Describe <b>and identify the logical connections of</b> how reasons support specific points the author makes in a text.
2	RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, <b>at grade level text complexity proficiently with scaffolding as needed.</b>



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	<b>Reading Informational 3-5</b>	
3	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions, <b>and make relevant connections</b> to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.3.7. Use information gained from <b>text features</b> (e.g., <b>illustrations</b> , maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) <b>to support specific points the author makes in a text.</b>
3	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9. Compare, contrast <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> the most important points and key details presented in two texts on the same topic.
3	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10. By the end of the year, read and comprehend literary nonfiction <b>at grade level text-complexity or above, with scaffolding as needed.</b>
4	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.

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4	RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9. Integrate <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text-complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</b>
5	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.
5	RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9. Integrate <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</b>
	<b>Reading Informational 6-8</b>	
6	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1. Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.6.9. Compare, <b>contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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6	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10. By the end of the year read and comprehend literary nonfiction <b>at grade level text-complexity or above, with scaffolding as needed.</b>
7	RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1. Cite several pieces of textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.7.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
7	RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10. By the end of the year read and comprehend literary nonfiction <b>at grade level text-complexity or above, with scaffolding as needed.</b>
8	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence <b>and make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8	RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5. Analyze <b>the structure an author uses to organize</b> a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
8	RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	RI.8.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> <b>two or more texts</b> that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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8	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	RI.8.10. By the end of the year read and comprehend literary nonfiction <b>at grade level text-complexity or above, with scaffolding as needed.</b>
<b>Reading Informational 9-10</b>		
9-10	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1. <b>Accurately</b> cite strong and thorough textual evidence, <b>(e.g., via discussion, written response, etc.) and make relevant connections,</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>
9-10	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze <b>how it is developed</b> and refined by specific details; provide an objective summary of the text.
9-10	RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance that point of view or purpose.
9-10	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	RI.9-10.7. Analyze various <b>perspectives as presented</b> in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
9-10	RI.9-10.8. 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.	RI.9-10.8. <b>Describe</b> 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 reasoning.
9-10	RI.9-10.9. Analyze seminal U.S. 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”), including how they address related themes and concepts.	RI.9-10.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> 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”, <b>Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.</b> ), including how they relate in terms of themes and significant concepts.

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
9-10	<p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</b></p> <p><b>By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</b></p>
<b>Reading Informational 11-12</b>		
11-12	<p>RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>RI.11-12.1. Accurately</b> cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>
11-12	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development <b>and</b> how they interact to provide a complex analysis; provide an objective summary of the text.</p>
11-12	<p>RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>RI.11-12.8. <b>Describe</b> and evaluate the reasoning in seminal U.S. <b>and global</b> texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p>
11-12	<p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>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, <b>including primary source documents relevant to U.S. and/or global history.</b></p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
11-12	<p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</b></p> <p><b>By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</b></p>
<b>Reading Foundational Skills K-2</b>		
K	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding <b>and encoding</b> words.
K	RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most <b>frequently used sounds</b> of each consonant.
K	RF.K.3.C. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	RF.K.3.C. Read high-frequency <b>and</b> sight words <b>with automaticity</b> .
K	RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ ( <b>e.g., nap and tap; cat and cot</b> ).
K	RF.K.4. Read emergent-reader texts with purpose and understanding.	<p>RF.K.4. Read emergent texts <b>with one-to-one correspondence to develop fluency and comprehension skills.</b></p> <p><b>A. Read emergent-readers with purpose and understanding.</b></p> <p><b>B. Read grade level text for purpose and understanding.</b></p>
1	RF.1.1. Demonstrate understanding of the organization and basic features of print.	RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills.</b>
1	RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b>
1	RF.1.3.D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>RF.1.3.D. (previously RF.2.3.a) Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
1	RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables <b>using knowledge that every syllable must have a vowel sound.</b>
2	RF.2.3.A. Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3.A. <b>Moved to RF.1.3.D</b>
2	RF.2.3.B. Know spelling-sound correspondences for additional common vowel teams.	RF.2.3.A. (Previously RF.2.3.B) Know spelling-sound correspondences for common vowel teams.
	<b>Reading Foundational Skills 3-5-</b> No Changes	
	<b>Writing K-2</b>	
ANCHOR	CCRA.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	NJSLSA.W.7. Conduct short as well as more sustained research projects, utilizing <b>an inquiry-based research process</b> , based on focused questions, demonstrating understanding of the subject under investigation.
K	W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5. With guidance and support from adults, <b>strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</b>
1	W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers <b>and self-reflection</b> , and add details to strengthen writing <b>and ideas</b> as needed.
2	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide <b>a conclusion.</b>
2	W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2. Write informative/explanatory texts in which they introduce a topic, <b>use evidence-based</b> facts and definitions to develop points, and provide a <b>conclusion.</b>



<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
2	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed <b>through self-reflection, revising and editing.</b>
	<b>Writing 3-5</b>	
3	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>D. Provide a concluding statement or section.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>D. Provide <b>a conclusion.</b></p>
3	<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p>	<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include <b>text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</b></p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>D. <b>Provide a conclusion.</b></p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
3	<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p>W.3.3. Write narratives to develop real or imagined experiences or events using <b>narrative</b> technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>
3	<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>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.</p>
3	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.3.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
4	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. 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.</p> <p>B. Provide reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>D. Provide a concluding statement or section related to the opinion presented.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. 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.</p> <p>B. Provide reasons that are supported by facts <b>from texts and/or other sources</b>.</p> <p>C. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>D. Provide <b>a conclusion</b> related to the opinion presented.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
4	<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, <b>text evidence</b>, or other information and examples related to the topic.</p> <p>C. Link ideas within <b>paragraphs and sections</b> of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a <b>conclusion</b> related to the information or explanation presented.</p>
4	<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using <b>narrative</b> technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
4	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. 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.</p> <p>B. Provide logically ordered reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>D. Provide a concluding statement or section related to the opinion presented.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. 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.</p> <p>B. Provide logically ordered reasons that are supported by facts and details <b>from text(s), quote directly from text when appropriate</b>.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>D. Provide a <b>conclusion</b> related to the opinion presented.</p>
5	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information <b>logically; include text features such as</b> headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within <b>paragraphs and sections</b> of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a <b>conclusion</b> related to the information of explanation presented.</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
5	W.5.6. 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 two pages in a single sitting.	W.5.6. With some guidance and support from adults <b>and peers</b> , use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
5	W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different <b>perspectives</b> of a topic.
5	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Writing 6-8</b>	
6	<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>	<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>D. Establish and maintain a formal/<b>academic style, approach, and form</b>.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
6	<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using <b>text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</b> when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/<b>academic style, approach, and form.</b></p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>
6	<p>W.6.4. 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.)</p>	<p>W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
6	<p>W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.6.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
7	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/<b>academic style, approach, and form.</b></p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
7	<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic; organize ideas, concepts, and information, using <b>text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</b> when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/<b>academic style, approach, and form.</b></p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>



<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
7	<p>W.7.4. 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.)</p>	<p>W.7.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
7	<p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.7.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>
8	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style/<b>academic style, approach, and form</b>. E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
8	<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using <b>text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</b>.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/<b>academic style, approach, and form</b>.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
8	<p>W.8.4. 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.)</p>	<p>W.8.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
8	<p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.8.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
	<b>Writing 9-12</b>	
9-10	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use words, phrases, and 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.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims <b>avoiding common logical fallacies, propaganda devices, and using sound reasoning</b>, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. <b>Use transitions (e.g. words, phrases, clauses)</b> 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.</p> <p>D. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding <b>paragraph or section</b> that supports the argument presented.</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
9-10	<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>B. 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.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>B. 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.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a <b>concluding paragraph or section</b> that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
9-10	<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. 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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. 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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, <b>complete and comprehensive piece</b>.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
9-10	<p>W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</p>	<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p>
9-10	<p>W.9-10.6. Use technology, including the Internet, to produce, publish, 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.</p>	<p>W.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
9-10	W.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.	W.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 <b>(MLA or APA Style Manuals)</b> .
9-10	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grades 9–10 Reading standards</i> 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 or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (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”).	W.9-10.9. Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research. A. Apply <i>grades 9–10 Reading standards</i> 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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply <i>grades 9–10 Reading standards</i> to <b>nonfiction informational</b> (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”).

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
	<b>Writing 11-12</b>	
11-12	<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims fairly 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.</p> <p>C. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims <b>avoiding common logical fallacies and using sound reasoning</b> 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.</p> <p>C. <b>Use transitions (e.g. words, phrases, clauses)</b> 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.</p> <p>D. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a <b>concluding paragraph or section</b> that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>



<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
11-12	<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. 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.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. 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.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a <b>concluding paragraph or section</b> that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
11-12	W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b> , focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
11-12	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6. Use technology, including the Internet, to <b>produce, share and update</b> writing products in response to ongoing feedback, including new arguments or information.
11-12	W.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 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.	W.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 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 <b>(MLA or APA Style Manuals)</b> .
11-12	W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. 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., <i>The Federalist</i> , presidential addresses]”).	W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grades 11–12 Reading standards</i> 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”). B. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i> , presidential addresses]”).

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
	<b>Speaking and Listening K-2</b>	
K	SL.K.1.A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	SL.K.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others <b>with care</b> and taking turns speaking about the topics and texts under discussion).
1	SL.1.1.A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
2	SL.2.1.A. Follow agreed-upon rules 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).	SL.2.1.A. Follow agreed-upon <b>norms</b> 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	SL.2.1.B. Build on others' talk in conversations by linking their comments to the remarks of others.	SL.2.1.B. Build on others' talk in conversations by linking their <b>explicit</b> comments to the remarks of others.
2	SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5. <b>Use multimedia</b> ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
	<b>Speaking and Listening 3-5</b>	
3	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules 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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. <b>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</b></p> <p>B. Follow agreed-upon <b>norms</b> 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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>
3	<p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SL.3.5. <b>Use multimedia</b> to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
4	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. 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.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. <b>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</b></p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. 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.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
4	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats <b>(e.g., visually, quantitatively, and orally).</b></p>
5	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. <b>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</b></p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
5	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
<b>Speaking and Listening 6-8</b>		
6	SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3. <b>Deconstruct</b> a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6	SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; <b>use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</b>
<b>Speaking and Listening 9-12</b>		
9-10	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. 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.</p> <p>B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>C. 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.</p> <p>D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. 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.</p> <p>B. <b>Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria (e.g. student developed rubric) and assign</b> individual roles as needed.</p> <p>C. 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.</p> <p>D. Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, <b>and justify</b> own views. Make new connections in light of the evidence and reasoning presented.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
9-10	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b> , orally) evaluating the credibility and accuracy of each source.
9-10	SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false reasoning</b> or distorted evidence.
9-10	SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b>
9-10	SL.9-10.5. 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.	SL.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.
9-10	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)



<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
11-12	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. 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.</p> <p>B. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>C. 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.</p> <p>D. 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.</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with <b>peers</b> on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. 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.</p> <p>B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (<b>e.g., student developed rubrics</b>), and establish individual roles as needed.</p> <p>C. 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.</p> <p>D. 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.</p>
11-12	<p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b>, orally) evaluating the credibility and accuracy of each source.</p>
11-12	<p>SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b></p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
	<b>Language K-2</b>	
K	L.K.4.B. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	L.K.4.B. Use the most frequently occurring <b>affixes (e.g., <i>-ed, -s, -ing</i>)</b> as a clue to the meaning of an unknown word.
1	L.1.4.B. Use frequently occurring affixes as a clue to the meaning of a word.	L.1.4.B. Use frequently occurring affixes <b>and inflection (e.g., <i>-ed, -s, -ing, re-, un-, pre-, -ful, -less</i>)</b> as a clue to the meaning of a word.
2	L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.2.E. Consult <b>print and digital resources</b> , including beginning dictionaries, as needed to check and correct spellings.
	<b>Language 3-5</b> No changes	
	<b>Language 6-8</b>	
6	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning, reader/ listener interest, and style.* B. Maintain consistency in style and tone.*	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and <b>style/voice</b> . B. Maintain consistency in style and tone.
7	L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. A. 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. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ). C. 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 or its part of speech. D. 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.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. A. 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. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ). C. <b>Consult reference materials</b> (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. 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).

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
8	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. 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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>C. 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 or its part of speech.</p> <p>D. 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).</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. 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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>C. <b>Consult reference materials</b> (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.</p> <p>D. 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).</p>
	<b>Language 9-10</b>	
9-10	<p>L.9-10.3. 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.</p> <p>A. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b></p> <p>A. <b>Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</b></p>
	<b>Language 11-12</b>	
11-12	<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>B. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
11-12	<p>L.11-12.3. 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.</p> <p>A. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening</p> <p>A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>
	<p><b>Reading Standards for Literacy in History/Social Studies 6-8</b> No Changes</p>	
	<p><b>Reading Standards for Literacy in History/Social Studies 9-10</b></p>	
9-10	<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>RH.9-10.1. <b>Accurately</b> cite <b>strong and thorough</b> textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
9-10	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>RH.9-10.2. Determine the <b>theme</b>, central ideas, <b>key information and/or perspective(s) presented in a primary or secondary source</b>; provide an accurate summary <b>that makes clear the relationships among the key details and ideas</b>.</p>
9-10	<p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>RH.9-10.3. Analyze in detail a series of events described in a text; <b>draw connections between the events</b>, to determine whether earlier events caused later ones or simply preceded them.</p>
9-10	<p>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/social studies.</p>	<p>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 <b>and the social sciences</b>; <b>analyze the cumulative impact of specific word choices on meaning and tone</b>.</p>
9-10	<p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>RH.9-10.6. Compare the point of view of two or more authors <b>in regards to</b> how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
9-10	<p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, <b>to analyze information presented via different mediums</b>.</p>

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
9-10	RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	RH.9-10.9. Compare and contrast treatments of the same topic, <b>or of various perspectives</b> , in several primary and secondary sources; <b>analyze how they relate in terms of themes and significant historical concepts.</b>
<b>Reading Standards for Literacy in History/Social Studies 11-12</b>		
11-12	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	RH.11-12.1. <b>Accurately</b> cite <b>strong and thorough</b> textual evidence, <b>(e.g., via discussion, written response, etc.)</b> , to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
11-12	RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	RH.11-12.2. Determine the <b>theme, central ideas</b> , information <b>and/or perspective(s) presented in a</b> primary or secondary source; provide an accurate summary <b>of how key events, ideas and/or author's perspective(s) develop over the course of the text.</b>
11-12	RH.11-12.3. Evaluate various <b>explanations</b> for actions or events <b>and</b> determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	RH.9-10.3. Evaluate various <b>perspectives</b> for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
11-12	RH.11-12.6. Evaluate authors' differing <b>points of view</b> on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	RH.11-12.6. Evaluate authors' differing <b>perspectives</b> on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
11-12	RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b> , as well as in words) in order to address a question or solve a problem.
11-12	RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	RH.11-12.8. Evaluate an author's claims, <b>reasoning</b> , and evidence by corroborating or challenging them with other sources.
<b>Reading Science and Technical Subjects 6-8</b> No Changes		
<b>Reading Science and Technical Subjects 9-10</b>		
9-10	RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	RST.9-10.1. <b>Accurately</b> cite <b>strong and thorough evidence from the text</b> to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
9-10	RST.9-10.2. Determine the central ideas 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.9-10.2. Determine the central ideas, <b>themes</b> , 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.
9-10	RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).
9-10	RST.9-10.6. Analyze 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.9-10.6. <b>Determine</b> 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.
9-10	RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	RST.9-10.8. <b>Determine if</b> the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
<b>Reading Science and Technical Subjects 11-12</b>		
11-12	RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	RST.9-10.1. <b>Accurately cite strong and thorough evidence from the text</b> to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
11-12	RST.11-12.2. Determine the central ideas 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.11-12.2. Determine the central ideas, <b>themes</b> , or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Grade Level	Standard	Revised Standard
<b>Writing History, Science and Technical Subjects 6-8</b>		
6-8	<p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>A. 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.</p> <p>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.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>A. 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.</p> <p>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.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/<b>academic style, approach, and form</b>.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
6-8	<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style and objective tone.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic <b>and</b> organize ideas, concepts, and information using text structures (e.g. <b>definition, classification, comparison/contrast, cause/effect, etc.</b>) and text features (e.g. <b>headings, graphics, and multimedia</b>) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/<b>academic style, approach, and form</b>.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>



<b>Grade Level</b>	<b>Standard</b>	<b>Revised Standard</b>
6-8	WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.6-8.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> , and style are appropriate to task, purpose, and audience.
6-8	WHST.6-8.10. 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.	WHST.6-8.10. Write routinely over extended time frames (time for <b>research</b> , reflection, <b>metacognition/self correction</b> , and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Writing History, Science and Technical Subjects 9-10</b>		
9-10	<p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims fairly, 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.</p> <p>C. Use words, phrases, and 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.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1. Write arguments <b>to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence</b>.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims <b>using sound reasoning</b>, 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.</p> <p>C. <b>Use transitions (e.g. words, phrases, clauses) to link the major sections of the text</b>, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone <b>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</b>.</p> <p>E. Provide a concluding <b>paragraph</b> or section that supports the argument presented.</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
9-10	<p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. 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.</p> <p>B. 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.</p> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>D. 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.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. 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.</p> <p>B. 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.</p> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>D. 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.</p> <p>E. Establish and maintain a style <b>and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented.</p>
9-10	<p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, 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.</p>	<p>WHST.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

<i>Grade Level</i>	<i>Standard</i>	<i>Revised Standard</i>
<b>Writing History, Science and Technical Subjects 11-12</b>		
11-12	<p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims fairly 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.</p> <p>C. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>A. 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.</p> <p>B. Develop claim(s) and counterclaims <b>using sound reasoning</b> 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.</p> <p>C. 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.</p> <p>D. Establish and maintain a style and tone <b>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.</b></p> <p>E. Provide a concluding <b>paragraph</b> or section that supports the argument presented.</p>
11-12	<p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. 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.</p> <p>B. 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</p>	<p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. 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.</p> <p>B. 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</p>

	<p>knowledge of the topic.</p> <p>C. 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.</p> <p>D. 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.</p> <p>E. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>knowledge of the topic.</p> <p>C. 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.</p> <p>D. 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.</p> <p>E. Provide a concluding <b>paragraph or section that supports the argument presented.</b></p>
11-12	<p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>WHST.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update writing products in response to ongoing feedback, including new arguments or information.</p>