Long Island Regional Bilingual Education Resource Network

Common Core & Next Generation

A Crosswalk Comparison

of

New York State Learning Standards

L.I. RBERN—April 2018

ENGLISH LANGUAGE ARTS

Common Core Learning Standards (CCLS)/ Next Generation Learning Standards (NGLS) Crosswalk

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Preface

In order to facilitate teachers' transition to the New York State Next Generation English Language Arts Learning Standards, the Long Island Regional Bilingual Education Resource Network (L.I. RBERN) has created this crosswalk document as a companion to the NYSED developed crosswalk documents found at : http://www.nysed.gov/curriculum-instruction/teachers/next-generation-ela-learning-standards-crosswalks.

Some of the key differences that educators will find useful are:

- The NYSED documents are organized by presenting all of the ELA standards for a particular grade level. The L.I. RBERN comparison is organized by standard across grade levels to provide an at-a-glance view of the vertical progression of skills. This is especially useful for teachers of ELLs as well as others who are working with students in multiple grade levels.
- The L.I. RBERN version has an additional column that summarizes the similarities and differences between the standards as well as a column that contains an analysis of the content of both CCLS and NGLS for omissions and additions.
- For the reading standards, words are highlighted to show how the Reading for Information (RI) and Responding to Literature (RL) standards were merged in the revised Grade Level Standards.

These documents are the result of a tremendous amount of teamwork by the Long Island RBERN staff. We gratefully acknowledge the contributions of Bonnie O'Neill, Paschalia Parpounas, Kelley Cordeiro, Denise McAuliffe, Heather Parris-Fitzpatrick and Gaetano Vaccaro. The passion and skill of the L.I. RBERN Resource Specialists along with their dedication to improving education and outcomes of the English Language Learner population is boundless.

Christa Stevenson, Director
Long Island Regional Bilingual Education Resource Network

Reading Foundational Skills Standards

Comparison CCLS to Next Generation: Print Concepts
Reading: Foundational Skills Standard 1

CCLS Reading Foundational Skills Standard 1	Next Generation Reading Foundational Skills Standard 1
No Anchor Standard	*No Anchor Standard*

Note: This standard applies to grades K and 1 only.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
KRF1 Demonstrate understanding of the organization and basic features of print. **a.** Follow words from left to right, top to bottom, and page by page. **b.** Recognize that spoken words are represented in written language by specific sequences of letters. **c.** Understand that words are separated by spaces in print. **d.** Recognize and name all upper- and lowercase letters of the alphabet.	**KRF1:** Demonstrate understanding of the organization and basic features of print. **KRF1a**: Follow words from left to right, top to bottom, and page by page. **KRF1b:** Recognize that spoken words are represented in written language by specific sequences of letters. **KRF1c:** Understand that words are separated by spaces in print. **KRF1d:** Recognize and name all upper- and lowercase letters of the alphabet. **KRF1e:** Identify the front cover, back cover, and title page of a book.	• NGLS adds sub-point **e**, identifying the covers and title page of the book.
1RF1 Demonstrate understanding of the organization and basic features of print. **a.** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	**1RF1:** Demonstrate understanding of the organization and basic features of print. **1RF1a:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	

Comparison CCLS to Next Generation: Phonological Awareness
Reading: Foundational Skills Standard 2

CCLS Reading Foundational Skills Standard 2	*Next Generation Reading Foundational Skills Standard 2*
No Anchor Standard	*No Anchor Standard*

Note: This standard applies to grades K and 1 only.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** ~~Count, pronounce,~~ blend, and segment syllables in spoken words. **c.** Blend and segment onsets and rimes of ~~single-syllable~~ spoken words. **d.** ~~Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)~~ e. ~~Add or substitute~~ individual sounds (phonemes) in ~~simple~~, one-syllable words to ~~make~~ new words	**KRF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **KRF2a:** Recognize and produce spoken rhyming words. **KRF2b:** Blend and segment syllables in spoken words. **KRF2c:** Blend and segment onsets and rimes of spoken words. **KRF2d:** Blend and segment individual sounds (phonemes) in spoken one-syllable words **KRF2e:** Create new words by manipulating the phonemes orally in one-syllable words.	• NGLS adds that rhyming words must be spoken (assuming the differentiation is that students will not identify/name rhyming words from pictures only). • NGLS drops the CCLS requirement to count and pronounce syllables at this level. • NGLS broadens the standard by using more general terms ('individual sounds') in contrast to CCLS specifics ('initial, medial and final sounds,' CVC words). • NGLS broadens the standard with 'create new words by manipulating' rather than 'add or substitute….to make new words.'
1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** ~~Distinguish long from short vowel sounds in spoken single-syllable words.~~ **b.** ~~Orally produce~~ single-syllable words by blending sounds (phonemes), including consonant blends. **c.** ~~Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.~~ **d.** Segment ~~spoken~~ single-syllable words ~~into their complete sequence of individual sounds (phonemes).~~	**1RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **1RF2a:** Count, blend and segment single syllable words that include consonant blends. **1RF2b:** Create new words by manipulating individual sounds (phonemes) in spoken one syllable words. **1RF2c:** Manipulate individual sounds (phonemes) in single -syllable spoken words.	• NGLS eliminates the CCLS requirement that students distinguish between long and short vowels in words at this level. • NGLS requires that students count syllables at this level. • NGLS combines CCLS sub-points **b, c** and **d** (in NGLS sub-point **1RF2a**). • NGLS continues the requirement from Kindergarten to create new words by manipulating phonemes.

Comparison CCLS to Next Generation: Phonics and Word Recognition
Reading: Foundational Skills Standard 3

CCLS Reading Foundational Skills Standard 3	*Next Generation Reading Foundational Skills Standard 3*
No Anchor Standard	*No Anchor Standard*

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
KRF3. Know and apply ~~grade-level~~ phonics and word analysis skills in decoding words. **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. **b.** ~~Associate the long and~~ short sounds with common spellings ~~(graphemes)~~ for ~~the five major~~ vowels. **c.** Read common high-frequency words by sight ~~(e.g., the, of, to, you, she, my, is, are, do, does).~~ **d.** ~~Distinguish between similarly spelled words by identifying the sounds of the letters that differ.~~	**KRF3:** Know and apply phonics and word analysis skills in decoding words. **KRF3a:** Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant. **KRF3b:** Decode short vowel sounds with common spellings. **KRF3c**: Decode some regularly spelled one-syllable words. **KRF3d:** Read common high-frequency words by sight.	• NGLS broadens the standard in eliminating the requirement for 'grade level' work. Sub-points: • NGLS clarifies the standard by making the student action specific (demonstrate one-to-one vs. CCLS demonstrate knowledge of). • NGLS requires that students decode and drops the requirement for decoding long vowel sounds at this level. • NGLS requires students to decode one syllable words at this level. • NGLS eliminates CCLS sub-point **d,** distinguishing differences between similarly spelled words.
1RF3. Know and apply ~~grade-level~~ phonics and word analysis skills in decoding words. **a.** Know the ~~spelling~~ sound correspondences for common consonant digraphs. **b.** Decode regularly spelled one-syllable words. **c.** ~~Know~~ final -e and common vowel team conventions for representing long vowel sounds. **d.** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **e.** Decode two-syllable words following basic patterns by breaking the words into syllables. **f.** ~~Read words with inflectional endings.~~ **g.** ~~Recognize and~~ read ~~grade-appropriate irregularly spelled words.~~	**1RF3:** Know and apply phonics and word analysis skills in decoding words. **1RF3a:** Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th). **1RF3b:** Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams). **1RF3c:** Decode regularly spelled one-syllable words. **1RF3d:** Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound. **1RF3e:** Decode two-syllable words following basic patterns by breaking the words into syllables. **1RF3f:** Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked). **1RF3g:** Read most common high-frequency words by sight.	• NGLS broadens the standard in eliminating the requirement for 'grade level' work. Sub-points: • For sub-points **a** through **e** the essential meaning of the standards is the same, though there are some word order and verbiage changes. • For sub-point **f**, NGLS broadens the standard in requiring students to recognize root words and gives inflectional suffixes as examples; it does not limit the suffixes to just inflectional. • NGLS focuses sight reading on high frequency words rather than the CCLS focus on recognizing and reading irregularly spelled words.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
2RF3. Know and apply ~~grade-level~~ phonics and word analysis skills in decoding words. **a.** Distinguish long and short vowels when reading regularly spelled one-syllable words. **b.** ~~Know spelling-sound correspondences for additional~~ common vowel teams. **c.** Decode regularly spelled two-syllable words with long vowels. **d.** ~~Decode words with~~ common prefixes and suffixes. **e.** ~~Identify words with inconsistent but common spelling-sound correspondences.~~ **f.** ~~Recognize and~~ read ~~grade-appropriate irregularly spelled words.~~	**2RF3:** Know and apply phonics and word analysis skills in decoding words. **2RF3a:** Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). **2RF3b**: Decode short and long vowel sounds in two-syllable words. **2RF3c:** Decode regularly spelled two-syllable words. **2RF3d:** Recognize and identify root words and common suffixes and prefixes. **2RF3e:** Read all common high-frequency words by sight.	• NGLS broadens the standard in eliminating the requirement for 'grade level' work. • NGLS combines CCLS sub-points **a** and **b.** • NGLS explicitly includes decoding of short vowel sounds at this level. • NGLS includes recognition of root words as well as prefixes and suffixes. • CCLS requirement to identify words with inconsistent spelling (sub-point **e)** is dropped. • NGLS focuses sight reading on high frequency words rather than the CCLS focus on recognizing and reading irregularly spelled words.
3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Identify and know the meaning of the most common prefixes and ~~derivational~~ suffixes. **b.** ~~Decode words with common Latin suffixes.~~ **c.** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.	**3RF3:** Know and apply grade-level phonics and word analysis skills in decoding words. **3RF3a:** Identify and know the meaning of the most common prefixes and suffixes. **3RF3b:** There is not a grade 3 standard for this concept. **3RF3c:** Decode multi-syllabic words. **3RF3d:** Identify, know the meanings of, and decode words with suffixes. **3RF3e:** Recognize and read grade-appropriate irregularly spelled words.	• At this level, the standards are the same. Sub-points: • The CCLS requirement form recognizing common Latin suffixes is dropped, as is the word 'derivational' in reference to suffixes. • NGLS requires students to decode words with suffixes. • NGLS introduces recognition and reading of grade level irregularly spelled words at this level.
4RF: Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**4RF3:** Know and apply grade-level phonics and word analysis skills in decoding words. **4RF3a:** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **4RF3b:** Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g. roots, prefixes, and suffixes) to read accurately unfamiliar multisyllabic words in and out of context.	• At this level, the standards are the same. Sub-points: • NGLS adds 'prefixes' to morphology knowledge.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**5RF3:** Know and apply grade-level phonics and word analysis skills in decoding words. **5RF3a:** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	• At this level, the standards are the same.

Comparison CCLS to Next Generation: Fluency
Reading: Foundational Skills Standard 4

CCLS Reading Foundational Skills Standard 4	***Next Generation Reading Foundational Skills Standard 4***
No Anchor Standard	*No Anchor Standard*

CCLS Grade Level Standard	**Next Generation Learning Standard (NGLS)**	**Key Difference(s)**
KRF4. Read emergent-reader texts with ~~purpose and understanding.~~	**KRF4:** Read emergent-reader texts with sufficient accuracy to support comprehension.	• NGLS shifts the focus from reading with purpose and understanding to reading with accuracy for comprehension.
1RF4. Read with sufficient accuracy and fluency to support comprehension. **a.** Read grade-level text ~~with purpose and understanding.~~ **b.** Read ~~grade-level~~ text orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**1RF4:** Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. **1RF4a:** Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings. **1RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• NGLS adds requirement for individually appropriate texts. Sub-points: • NGLS eliminates requirement for reading 'with purpose and understanding' at this level. • NGLS eliminates 'grade level' for required texts at this level.
2RF4. Read with sufficient accuracy and fluency to support comprehension. **a**. Read grade-level text ~~with purpose and understanding.~~ **b.** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**2RF4:** Read grade-level text with sufficient accuracy and fluency to support comprehension. **2RF4a:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **2RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• NGLS includes 'grade level text' in the overall standard as well as the sub-points, eliminating sub-point **b** of the CCLS. Sub-points: • NGLS drops the requirement for reading 'with purpose and understanding' at this level.
3RF4. Read with sufficient accuracy and fluency to support comprehension. **a.** Read grade-level text ~~with purpose and understanding.~~ **b.** Read grade-level ~~prose and poetry~~ orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading	**3RF4:** Read grade-level text with sufficient accuracy and fluency to support comprehension. **3RF4a:** Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. **3RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• NGLS includes 'grade level text' in the overall standard as well as the sub-points, eliminating sub-point **b** of the CCLS. Sub-points: • NGLS drops the requirement for reading 'with purpose and understanding' at this level. • NGLS broadens the standard in replacing CCLS 'prose and poetry' with 'across genres' for designated texts.

as necessary.		
4RF4. Read with sufficient accuracy and fluency to support comprehension. **a**. Read grade-level text ~~with purpose and understanding.~~ **b.** Read grade-~~level prose and poetry~~ orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4RF4:** Read grade-level text with sufficient accuracy and fluency to support comprehension. **4RF4a:** Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. **4RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• NGLS includes 'grade level text' in the overall standard as well as the sub-points, eliminating sub-point **b** of the CCLS. Sub-points: • NGLS drops the requirement for reading 'with purpose and understanding' at this level. • NGLS broadens the standard in replacing CCLS 'prose and poetry' with 'across genres' for designated texts.
5RF4. Read with sufficient accuracy and fluency to support comprehension. **a.** Read grade-level text ~~with purpose and understanding.~~ **b.** Read grade-level ~~prose and poetry~~ orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**5RF4:** Read grade-level text with sufficient accuracy and fluency to support comprehension. **5RF4a:** Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. **5RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• NGLS includes 'grade level text' in the overall standard as well as the sub-points, eliminating sub-point **b** of the CCLS. Sub-points: • NGLS drops the requirement for reading 'with purpose and understanding' at this level. • NGLS broadens the standard in replacing CCLS 'prose and poetry' with 'across genres' for designated texts.

Reading Anchor Standards

Comparison CCLS to Next Generation: Key Ideas and Details
Reading Standard 1

CCLS Reading Anchor Standard 1 (RL and RI)	*Next Generation Reading Anchor Standard 1*
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.	*Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**

~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL, RI.K.1) ~~With prompting and support, ask~~ and answer questions about ~~key details in~~ a text.	***KR1:*** *Develop and answer questions about a text.*	• NGLS removes 'with prompting and support.' • NGLS uses 'develop' rather than 'ask' which speaks to student awareness and use of implicit information in text. • Broadening of standard to address whole text rather than just 'key details.'
Grade 1 (RL, RI.1.1) ~~Ask~~ and answer questions about key details in a text.	***1R1:*** *Develop and answer questions about key ideas and details in a text.*	• NGLS uses 'develop' rather than 'ask' which speaks to student awareness and use of implicit information in text. • NGLS standard addresses key ideas as well as explicit details in a text.
Grade 2 (RL, RI.2.1) ~~Ask~~ and answer such questions ~~as who, what, where, when, why and how to demonstrate understanding~~ of key details in a text.	***2R1:*** *Develop and answer questions about key ideas and details in a text.*	• NGLS uses 'develop' rather than 'ask' which speaks to student awareness and use of implicit information in text. • Standard addresses larger ideas as well as explicit details in a text. (same as grade 1) • Specific directions as to types of questions are eliminated for NGLS.
Grade 3 (RL, RI.3.1) ~~Ask~~ and answer questions to ~~demonstrate understanding of~~ a text, ~~referring explicitly~~ to the text as the basis for the answers.	***3R1:*** *Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.*	• NGLS uses 'develop' rather than 'ask' which speaks to student awareness and use of implicit information in text. • Students must support both answers and inferences from text. • More clearly defines the evidence that students are to use to demonstrate understanding of text ('relevant and specific').
Grade 4 (RL, 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.~~	***4R1:*** *Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.*	• NGLS adds 'implicitly', reflecting the standard. • 'Evidence' rather than 'examples' speaks to use of implicit as well as explicit information in a text. • NGLS requires logical inferences, implying that students are now ready to look at their inferences more critically.
Grade 5 (RL, RI.5.1) ~~Quote accurately from a text~~ when explaining what the text says explicitly and	***5R1:*** *Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and*	• The requirement to 'quote accurately 'is dropped from the NGLS standard. • NGLS adds 'implicitly', reflecting the standard. • 'Evidence' rather than 'examples' speaks to use of

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
when drawing inferences from the text.	*make logical inferences.*	implicit as well as explicit information in a text. • NGLS requires logical inferences, implying that students are ready to look at their inferences more critically. (same as grade 4)
Grade 6 (RL, RI.6.1) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences ~~drawn from the text.~~	***6R1:*** *Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.*	• NGLS requires use of implicit as well as explicit evidence in supporting analysis of text. • NGLS requires logical inferences, implying that students are ready to look at their inferences more critically.
Grade 7 (RL, 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.~~	***7R1:*** *Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.*	• NGLS requires use of implicit as well as explicit evidence in supporting analysis of text. • NGLS requires logical inferences, implying that students are ready to look at their inferences more critically. (same as grade 6)
Grade 8 (RL, RI.8.1) Cite the textual evidence that ~~most~~ strongly support an analysis of what the text says explicitly, as well as inferences ~~drawn from the text.~~	***8R1:*** *Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.*	• NGLS requires use of implicit as well as explicit evidence in supporting analysis of text. • NGLS requires logical inferences, implying that students are now ready to look at their inferences more critically. (same as grade 6 and 7) • 'Strongly support' (as also written in the CCLS) asks for greater quality and quantity of evidence to support analysis, with NGLS requiring both explicit and implicit information as evidence.
Grade 9-10 RL, (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.~~	***9-10R1****: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.*	• NGLS asks students to go further and to use their inferences as a beginning for deeper understanding rather than as an end point.
Grade 11-12 (RL, 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.~~	***11-12R2:*** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.*	• NGLS wording ('leaves matters uncertain vs. where text is ambiguous') has changed but essential meaning is the same. • NGLS asks students to go further and to use their inferences as a beginning for deeper understanding rather than as an end point.

Comparison CCLS to Next Generation: Key Ideas and Details
Reading Standard 2

CCLS Reading Anchor Standard 2	Next Generation Reading Anchor Standard 2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**

~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

CCLS Learning Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL, RI.K.2) ~~With prompting and support~~, ~~ask and answer questions about~~ key details in a text.	***KR2:*** *Retell stories or share key details from a text.*	• NGLS retell starts at Kindergarten instead of 1st grade. • NGLS requires students to share details from a text without prompting; overlaps with retelling.
Grade 1 (RL.1.2) Retell ~~stories~~, including ~~key~~ details, ~~and demonstrate understanding of their central message or lesson.~~ **(RI.1.2)** Identify the main topic and retell ~~key~~ details of a text.	***1R2:*** *Identify a main topic or idea in a text and retell important details.*	• Language is changed but much of this standard remains unchanged in essence. • CCLS 'demonstration of understanding of central message/lesson' is eliminated at this level for NGLS. • NGLS does not specify type of text.
Grade 2 (RL.2.2) ~~Recount stories, including fables and folktales from diverse cultures, and determine their~~ central ~~message, lesson or moral.~~ **(RI.2.2)** Identify the main topic of a ~~multi-paragraph~~ text ~~as well as the focus of specific paragraphs within the text.~~	***2R2:*** *Identify a main topic or central idea and retell key details in a text; summarize portions of a text.*	• The CCLS RL is mostly eliminated for NGLS. • Cultural requirement is removed from literary text for NGLS. • 'Central message' (which sounds like 'theme') is changed to 'central idea', broadening the NGLS standard. • 'Multi-Paragraph' requirement is eliminated. • 'Recount' is changed to "Retell"; requirement is carried forward from Grade 1. • For NGLS, skill of summarizing is introduced two grades earlier.
Grade 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. **(RI.3.2)** Determine the ~~main~~ idea of a text; ~~recount the~~ key details and explain how they support the main idea.	***3R2:*** *Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.*	• Cultural requirement is removed from literary text. • 'Central message' is changed to 'central idea'; coupled with 'theme' this broadens the standard. • 'Theme' requires use of implicit as well as explicit information. • For NGLS, skill of summarizing is carried forward from Grade 2.
Grade 4 (RL.4.2) Determine a theme ~~of a story, drama or poem~~ from details in the text; summarize the text. **(RI.4.2)** Determine the ~~main~~	***4R2****: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.*	• In NGLS, type of text is not specified; standard is broadened. • 'Central message' is changed to 'central idea'; coupled with 'theme' this broadens the standard. • 'Theme or central idea' requires use of implicit as

CCLS Learning Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
idea of a text and explain how it is supported by key details; summarize the text.		well as explicit information. • With NGLS, skill of summarizing is carried into the 3rd year. This was first year from CCLS.
Grade 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 reflects upon a topic;~~ summarize the text. **(RI.5.2)** Determine ~~two or more main ideas of a text~~ and explain how they are supported by key details; summarize the text.	***5R2:*** *Determine a theme or central idea and explain how it is supported by key details; summarize a text.*	• In NGLS, type of text is not specified; standard is broadened. • In NGLS, requirements for mastery are not explicitly tied to characters and their response or reflection. • 'Theme or central idea' requires use of implicit as well as explicit information.
Grade 6 (RL.6.2) Determine a theme or central idea of a text and how it is ~~conveyed through particular~~ details; provide a summary of the text ~~distinct from personal opinions or judgments.~~ **(RI.6.2)**Determine a central idea of a text and how it is ~~conveyed~~ through ~~particular~~ details; provide a summary of the text ~~distinct from personal opinions or judgments.~~	***6R2****: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.*	• CCLS 'conveyed' is replaced by 'developed' for NGLS. Recognizing how a theme or central idea is developed is a higher order thinking skill than relating how it is conveyed. • With NGLS, summary allows opinions and judgements at this level.
Grade 7 (RL.7.2) Determine a theme or central idea of a text and analyze its development over the course of the text; ~~provide an objective~~ summary of the text. **(RI.7.2)** Determine ~~two or more~~ central ideas in a text and analyze ~~their~~ development over the course of the text; ~~provide an objective~~ summary of the text.	***7R2:*** *Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.*	• NGLS requires only one theme or idea to satisfy both RL and RI. • With NGLS, summary allows opinions and judgements at this level.
Grade 8 (RL.8.2) Determine ~~a~~ theme or central idea of a text and analyze its development over the course of the text, ~~including its relationship to the characters, setting and plot;~~ provide ~~an~~	***8R2****: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.*	• NGLS skill requirement is more complex in asking for identification of one or more themes or ideas. • NGLS requirement is less complex in not requiring how central ideas and themes stand in relationship to supporting ideas in the text. • With NGLS, summary still allows opinions and judgements at this level.

CCLS Learning Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~objective~~ summary of the text. **(RI.8.2)** Determine ~~a~~ central idea of a text and analyze its development over the course of the text, ~~including its relationship to supporting ideas;~~ provide an ~~objective~~ summary of the text.		
Grade 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. **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.	***9-10R2****: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.*	• NGLS introduces **objective** summary of a text at this level rather than in Gr. 6. • 'Accurately' assumes that students now have enough practice with this skill as previously broken out to be both accurate and objective.
Grade 11-12 (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. **Grade 11-12 (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.	***11-12R2:*** *Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.*	• The NGLS standard repeats the 9-10 standards with 'how they emerge and are shaped and refined by specific details.' • This requires less task complexity than the associated CCLS as it does not require students to produce an analysis of how themes/ideas are inter-related and interactive.

Comparison CCLS to Next Generation: Key Ideas and Details
Reading Standard 3

CCLS Reading Anchor Standard 3	Next Generation Reading Anchor Standard 3
Analyze how and why individuals, events and ideas develop and interact over the course of a text.	*Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted**

CCLS Learning Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL.K.3) ~~With prompting and support~~, identify characters, settings and major events in a story. **(RI.K.3)** ~~With prompting and support, describe the connection~~ between two individuals, events~~, ideas~~ or pieces of information in a text.	***KR3:*** Identify characters, settings, major events in a story, or pieces of information in a text. (RI and RL)	• For NGLS mastery, students are to respond with no prompting or support. • Students are no longer required to describe connections at this level. • 'Identifying ideas' is removed from NGLS at this level.
Grade 1 (RL.1.3) Describe characters, settings and major events in a story, using key details. **(RI.1.3)**~~Describe the connection between two individuals~~, events, ~~ideas~~ or pieces of information in a text.	***1R3:*** Describe characters, settings, and major events in a story, or pieces of information in a text. (RI and RL)	• NGLS expands from 'identify' to 'describe' in progression from K. • Identifying ideas is removed from NGLS.
Grade 2 (RL.2.3) Describe how characters ~~in a story~~ respond to major events and challenges. **(RI.2.3)** Describe the connection between a series of ~~historical~~ events, ~~scientific~~ ideas or concepts ~~or steps in technical procedures~~ in a text.	***2R3:*** In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)	• For informational texts, specific types of text are removed for NGLS.
Grade 3 (RL.3.3) Describe characters ~~in a story~~ (e.g., their traits, motivations or feelings) ~~and explain how their actions contribute to the sequence of events.~~ **(RI.3.3)** Describe the relationship between a series of ~~historical~~ events, ~~scientific~~ ideas or concepts or steps ~~in technical procedures~~ in a text, using language that pertains to time, sequence and cause/effect.	***3R3:*** In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)	• NGLS requires students to focus on characters in greater depth using details from text for evidence to support their descriptions. • NGLS requires less task complexity in not requiring students to explain how character actions affect plot. • For informational texts, specific types of text are removed for NGLS.
Grade 4 (RL.4.3) Describe ~~in depth~~ a character, setting or event ~~in a story or drama~~, drawing on specific details in the text ~~(e.g., a character's thoughts, words or actions).~~ **(RI.4.3)** Explain events, procedures,	***4R3:*** In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what	• Though the requirement for 'in depth' description has been dropped for NGLS, the standard is essentially unchanged. • For NGLS, no examples are given for supporting details, broadening the standard.

CCLS Learning Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
ideas or concepts in ~~a historical, scientific or technical~~ text, including what happened and why, based on specific information in the text.	happened and why, based on specific evidence from the text. (RI)	• For informational texts, specific types of text are removed for NGLS.
Grade 5 (RL.5.3) Compare and contrast two or more characters, settings ~~or~~ events ~~in a story or drama~~, drawing on specific details in the text ~~(e.g., how characters interact).~~ **(RI.5.3)** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in ~~a historical, scientific or technical~~ text based on specific ~~information~~ in the text.	***5R3:*** In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)	• For NGLS, no examples are given for supporting details, broadening the standard. • For informational texts, specific types of text are removed for NGLS. • For NGLS, RL is more complex as students are required to compare multiple aspects of story elements. • 'Evidence from text' replaces 'information from text' in the NGLS standard, giving consistency in language across grade levels.
Grade 6 (RL.6.3) Describe how a ~~particular story's or drama's plot~~ unfolds ~~in a series of episodes,~~ as well as how the characters respond or change as the plot moves toward a resolution. **(RI.6.3)**Analyze ~~in detail~~ how ~~a key~~ individual, event or idea is introduced, ~~illustrated and elaborated in a text (e.g., through examples or anecdotes).~~	***6R3:*** In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)	• In NGLS, type of literary text is not specified and redundant language has been removed. • In NGLS for RI, the 'in detail' requirement has been removed, but the task described is more complex, as students analyze interrelationship of multiple elements in the text, in addition to describing what they are and how they are developed.
Grade 7 (RL.7.3) Analyze how ~~particular~~ elements of a ~~story or drama interact (e.g., how setting shapes the characters or plot).~~ **(RI.7.3)** Analyze ~~the interactions among~~ individuals, events and ideas in a text ~~(e.g., how ideas influence individuals or events, or how individuals influence ideas or events).~~	***7R3:*** In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)	• In NGLS, the standard for RI is identical to the standard in 6th Grade. • The NGLS standard for RL builds on the previous year's RI standard, and increases complexity by adding analysis of how elements relate contributes to meaning.
Grade 8 (RL.8.3) Analyze how particular lines of dialogue ~~or incidents in a story or drama~~ propel the action, reveal aspects of a character or provoke a decision. **(RI.8.3)** Analyze ~~how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies~~	***8R3:*** In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	• NGLS broadens the standard from 'incidents in a story or drama' to a more general 'events.' • The NGLS standard for RI is also more generally stated than in CCSS.

CCLS Learning Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~or categories).~~	(RI)	
Grade 9-10 (RL.9-10.3) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme. **(RI.9-10.3)** Analyze how the author unfolds an analysis or series of ideas ~~or events~~, including ~~the order in which the points are made~~, how they are introduced and developed and the connections that are drawn between them.	**9-10R3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)	• This standard simply blends the RL and RI standards, with slight changes in verbiage that don't really change the meaning.
Grade 11-12 (RL11-12.3) Analyze the impact of the author's choices ~~regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).~~ **(RI.11-12.3)** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop ~~over the course of the text.~~	***11-12R3:*** In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)	• NGLS makes this standard much broader, in eliminating the language that asks for specifics regarding analyzing author's choices.

Comparison CCLS to Next Generation: Craft and Structure
Reading Standard 4

CCLS Reading Anchor Standard 4	Next Generation Reading Anchor Standard 4
Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	*Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**

~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL.K.4) ~~Ask and answer questions about unknown words in a text.~~ **(RI.K.4)** ~~With prompting and support, ask and answer questions about unknown words in a text.~~	**KR4**: Identify specific words that express feelings and senses. (RI&RL)	• NGLS broadens the standard from focusing on unknown words to focusing on words that express feelings and senses. • The specific skills of asking and answering questions and doing so with prompting and support are both removed for NGLS.
Grade 1 (RL.1.4) Identify words ~~and phrases in stories or poems that suggest~~ feelings ~~or appeal to~~ the senses. **(RI.1.4)**~~Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.~~	**1R4**: Identify specific words that express feelings and senses. (RI&RL)	• NGLS addresses building a lexicon of specific vocabulary that describes/expresses feelings and senses. • The skills of 'ask and answer questions' have again been eliminated at this level of NGLS.
Grade 2 (RL.2.4) ~~Describe~~ how words and ~~phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.~~ **(RI.2.4)** ~~Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.~~	**2R4**: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)	• NGLS broadens the standard as it eliminates specific types of text required by CCLS (story, song, poem and grade 2 topics or subject area). • At this level, the NGLS continues the focus on vocabulary related to feelings and senses. • NGLS' focus on words is expanded to 'words and phrases'.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 3 (RL.3.4) Determine the meaning of words and phrases ~~as they are used in a text, distinguishing literal from nonliteral language.~~ **(RI.3.4)** Determine the meaning ~~of general~~ academic and ~~domain-~~ specific words and phrases ~~in a text relevant to a grade 3 topic or subject area.~~	**3R4**: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)	• The NGLS standard adds 'figurative language' to the CCLS 'words and phrases.' • CCLS RI and RL are merged succinctly.
Grade 4 (RL.4.4) Determine the meanings of words and phrases ~~as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).~~ **(RI.4.4)** Determine the meaning of general academic and ~~domain-~~ specific words and phrases ~~in a text relevant to a grade 4 topic or subject area.~~	**4R4:** Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)	• The NGLS standard adds 'figurative language' to the CCLS 'words and phrases.' (same as grade 3) • NGLS broadens the standard as it eliminates specific types of text required by CCLS (mythology and/or grade 4 topics or subject area).
Grade 5 (RL.5.4) Determine the meanings of words and phrases ~~as they are used in a text, including~~ figurative language ~~such as metaphors and similes~~. **(RI.5.4)** Determine the meaning of ~~general~~ academic and ~~domain-~~ specific words and phrases ~~in a text relevant to a grade 5 topic or subject area.~~	**5R4**: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)	• NGLS requires students to go beyond determining meaning, and expands skills required to analyze their effect. • CCLS gave specific examples of figurative language (metaphors and similes) while NGLS does not.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 6 (RL.6.4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(RI.6.4)**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative ~~and technical~~ meanings.	**6R4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)	• NGLS expands interpretation of meaning to include impact of word choice on mood (as well as meaning and tone, as in the CCLS standard). • NGLS eliminates 'technical meanings' previously in the CCLS RI standard.
Grade 7 (RL.7.4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of ~~rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.~~ **Grade 7 (RI.7.4)** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative ~~and technical~~ meanings; analyze the impact of ~~a~~ specific word choice on meaning and tone.	**7R4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)	• NGLS broadens the standard as it eliminates both specific types of craft required by CCLS (rhymes and other repetitions of sounds) and specific types of text (verse or stanza of a poem or a section of a story). • NGLS expands interpretation of meaning to include impact of word choice on mood (as well as meaning and tone as in the CCLS standard). • NGLS eliminates 'technical meanings' previously in the CCLS RI standard. • NGLS additionally requires students to analyze impact of multiple-meaning words in interpreting text.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 8 (RL.8.4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, ~~including analogies or allusions to other texts.~~ **(RI.8.4)** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative ~~and technical~~ meanings; analyze the impact of specific word choices on meaning and tone, ~~including analogies or allusions to other texts.~~	**8R4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)	• NGLS broadens the standard as it eliminates specific types of craft required by CCLS (analogies or allusions to other texts). • NGLS expands interpretation of meaning to include impact of word choice on mood (as well as meaning and tone as in the CCLS standard). • NGLS eliminates 'technical meanings' previously in the CCLS RI standard. • NGLS additionally requires students to analyze impact of multiple meaning words in interpreting text.
Grade 9-10 (RL.9-10.4) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the ~~cumulative~~ impact of specific word choices on meaning and tone ~~(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).~~ **(RI.9-10.4)** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the ~~cumulative~~ impact of specific word choices on meaning and tone ~~(e.g., how the language of a court opinion differs from that of a newspaper).~~	**9-10R4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	• NGLS introduces technical meaning at this level (in contrast to CCLS introduction of it at grade 6). • NGLS continues to include impact of word choice on mood (as well as on meaning and tone as in the CCLS standard). • No examples or suggestions are given in NGLS, as are in CCLS.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 11-12 (RL11-12.4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings ~~or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)~~ **(RI11-12.4)** Determine the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meanings of a key term or terms over the course of a text ~~(e.g., how Madison defines *faction* in *Federalist* No.10).~~	**11-12R4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)	• NGLS continues to include impact of word choice on mood (as well as on meaning and tone as in the CCLS standard). • No examples or suggestions are given in NGLS, as are in CCLS.

Comparison CCLS to Next Generation: Craft and Structure
Reading Standard 5

CCLS Reading Anchor Standard 5	Next Generation Reading Anchor Standard 5
Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.	*Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**

~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL.K.5) ~~Recognize common types of texts (e.g., storybooks, poems).~~ **(RI.K.5)** ~~Identify the front cover, back cover and title page of a book.~~	**KR5**: Identify literary and informational texts. (RI&RL)	• NGLS generalizes the standard, asking students to identify only two broad types of text. • The requirements for RI from the CCLS are eliminated for NGLS at this level.
Grade 1 (RL.1.5) ~~Explain major~~ differences between ~~books that tell stories and books that give information, drawing on a wide reading of a range of~~ text types. **(RI.1.5)** ~~Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.~~	**1R5**: Identify a variety of genres and explain differences between literary texts and informational texts. (RI&RL)	• NGLS uses academic terminology for types of texts. • CCLS requires that students read across 'a wide range', implying different genres. NGLS makes 'a variety of genres' specific. • The requirements for RI are deleted at this level, though may be implied in the ability to 'explain differences between literary and informational texts'.
Grade 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~~. **(RI.2.5)** ~~Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.~~	**2R5**: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	• NGLS merges RL and RI in the standard, so 'story' is replaced by 'text'. • The requirements for CCLS RI are deleted at this level, though may be implied in the ability to 'describe the overall structure of a text'.
Grade 3 (RL.3.5) ~~Refer to~~ parts of stories, dramas and poems ~~when writing or speaking about a text~~, using terms such as *chapter*, *scene* and *stanza*; ~~describe how each~~	**3R5**: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)	• CCLS requires students to use academic language when discussing parts of texts, while NGLS requires only that they identify and name those parts. • The requirements for RI are deleted at this level for NGLS.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~successive part builds on earlier sections~~. **(RI.3.5)** ~~Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.~~		
Grade 4 (RL.4.5) ~~Explain major differences between poems, drama and prose and refer to~~ the structural elements ~~of poems (e.g.,~~ verse, rhythm, meter) and ~~drama (e.g., casts of~~ characters, settings, ~~descriptions,~~ dialogue, stage directions) ~~when writing or speaking about a text.~~ **(RI.4.5)** ~~Describe~~ the overall structure (e.g., ~~chronology,~~ comparison, cause/effect, problem/solution~~) of events, ideas, concepts or information in a text or part of a text.~~	**4R5**: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	• From 4th grade forward, the R5 reading standard is broken down into two parts, one for RL and one for RI – with the exception of grade 8, where they are merged as in grades K-3. • NGLS removes specific types of texts to be read (CCLS requires poems, drama and prose) but implies the type of text in the list of structural elements. • For informational text, NGLS eliminates 'chronology' as part of the overall structure, and requires students to 'identify' rather than 'describe' the overall structure. • NGLS is more general, eliminating the language that specifies that the structure is a structure 'of events, ideas, concepts or information in a text of part of a text.'
Grade 5 (RL.5.5) Explain how a series of chapters, scenes or stanzas fits together to ~~provide~~ the overall structure of a particular story, drama or poem. **Grade 5 (RI.5.5)** Compare and contrast the overall structure (e.g., ~~chronology,~~ comparison, cause/effect, problem/solution) ~~of events, ideas, concepts~~ or information in two or more texts.	**5R5**: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RL)	• The R5 reading standard is broken down into two parts, one for RL and one for RI – with the exception of grade 8, where they are merged as in grades K-2. • NGLS specifies the type of literary text at this level. • NGLS is more general, eliminating the language that specifies that the structure is a structure 'of events, ideas, concepts or information in a text of part of a text.'

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 6 (RL.6.5) Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. **(RI.6.5)**Analyze how a particular sentence, paragraph, chapter or section fits on the overall structure of a text and contributes to the development of the ideas.	**6R5**: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/ central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/ central ideas. (RI)	• Though there is some shifting around of language, the NGLS standard at this grade level is essentially the same as it was for CCLS.
Grade 7 (RL.7.5) Analyze how ~~a drama's or poem's form or~~ structure (e.g., soliloquy, sonnet) contributes to ~~its meaning~~. **(RI.7.5)** Analyze the structure an author uses to organize a text, including how the ~~major~~ sections contribute to the whole and to the development of the ideas.	**7R5**: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI)	• NGLS is written more broadly to encompass different genres of literary text, rather than being specifically focused on drama and poetry. • NGLS adds the concept of themes to the standard.
Grade 8 (RL.8.5) Compare and contrast the structure of two or more texts ~~and~~ analyze how the differing structure of each text contributes to its meaning and style. **(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.~~	**8R5**: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL)	• The requirements for CCLS RI are deleted at this level for NGLS.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 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.~~ **(RI.9-10.5)** ~~Analyze in detail how an author's ideas or claims are developed and refined~~ by particular sentences, paragraphs or ~~larger portions of a text (e.g., a section or chapter).~~	**9-10R5**: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)	• CCLS is written much more specifically and addresses author's purpose. The NGLS standard is generalized for RL. • Author's intent is brought back for RI, but the standard is still very general. CCLS requires analysis while NGLS asks readers to 'consider'.
Grade 11-12 (RL.11-12.5) Analyze how ~~an author's choices concerning how to~~ structure ~~specific parts~~ of a text (~~e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)~~ contribute ~~to its overall structure and~~ meaning ~~as well as its aesthetic impact.~~ **(RI.11-12.5)** Analyze and evaluate the ~~effectiveness of the~~ structure ~~an author uses in his or her~~ exposition or argument, ~~including whether the structure makes points clear, convincing, and engaging~~.	**11-12R5**: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)	• The language of the NGLS shifts the focus from author's craft to effect of text structure. • Second half of RI standard uses different language but essentially has the same meaning.

Comparison CCLS to Next Generation: Craft and Structure
Reading Standard 6

CCLS Reading Anchor Standard 6	Next Generation Reading Anchor Standard 6
Assess how point of view or purpose shapes the content and style of a text.	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**

~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL.K.6) ~~With prompting and support,~~ name the author and illustrator of a story and define the role of each in ~~telling the story.~~ **(RI.K.6)** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**KR6:** Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)	• RL standard is eliminated for NGLS, assuming that the former RI standard now covers both literary and informational text (only the words 'telling the story' are eliminated).
Grade 1 (RL.1.6) ~~Identify who is telling the story at various points in a text.~~ **(RI.1.6)**~~Distinguish between information provided by pictures or other illustrations and information provided by the words in a~~ text.	**1R6:** Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	• The NGLS standard keeps some of the focus of the CCLS standard in directing students to focus on how illustrations support text. It moves from CCLS 'illustrations and words' to 'illustrations and details' • NGLS moves away from awareness of who is narrating in literary texts. • CCLS required students to discern the difference between information provided by words and that provided by pictures. NGLS shifts the focus entirely to describing how pictures and details support point of view or purpose of text.
Grade 2 (RL.2.6) ~~Acknowledge differences in the~~ points of view ~~of characters, including by speaking in a different voice for each character when reading dialogue aloud.~~ **(RI.2.6)** Identify the ~~main~~ purpose of a text, ~~including what the author wants to answer, explain or describe.~~	**2R6:** Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	• For NGLS author's craft (character voice, characters' point of view) seems to have been eliminated. • NGLS continues to focus on illustrations and details (adding text features) and how they support the point of view or purpose of the text.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 3 (RL.3.6) ~~Distinguish their own~~ point of view from that of the narrator or those of the characters. **(RI.3.6)** ~~Distinguish~~ their own point of view from that of the author of a text.	**3R6:** Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)	• NGLS requires the higher level skill of 'discuss how' as compared to CCLS 'distinguish between.' • Other than point above, this NGLS standard is essentially unchanged; RL and RI are merged.
Grade 4 (RL.4.6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **(RI.4.6)** Compare and contrast ~~a first-and second-hand account~~ of the same event or topic.	***4R6:*** In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)	• At this level, the NGLS has divided RL and RI as with the previous CCLS. • For this standard, the CCLS and NGLS are essentially the same.
Grade 5 (RL.5.6) ~~Describe~~ how a narrator's or speaker's point of view influences how events are described. ~~Recognize and describe how an author's background and culture affect his or her perspective.~~ **(RI.5.6)** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**5R6:** In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)	• For NGLS, the student is required to 'explain' rather than 'describe.' • Language requiring the student to consider the author's background and culture in CCLS has been removed for NGLS. • At this level, the NGLS has divided RL and RI as with the previous CCLS.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 6 (RL.6.6) Explain how ~~an author~~ develops the point of view ~~of the narrator or speaker in a text~~. Explain how an author's geographic location or culture affects his or her perspective **(RI.6.6)** ~~Determine an author's~~ point of view or purpose in a text and explain how it is conveyed ~~in the text.~~	**6R6**: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author's geographic location or culture affects his or her perspective. (RI&RL)	• The previous RL and RI from CCLS are combined, with consideration of author's background separated out. • NGLS additionally requires students to determine how the point of view conveys meaning. • Consideration of the author's geographic location and culture are brought in at this level for NGLS.
Grade 7 (RL.7.6) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ~~a. Analyze stories, drama or poems by authors who represent diverse world cultures~~ **(RI.7.6)** ~~Determine an author's point of view or purpose in a text and~~ analyze how the author distinguishes his or her position from that of others.	**7R6:** In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)	• At this level, the NGLS has divided RL and RI as with the previous CCLS. • The standard is broadened in that requirement for a specific type of literature is dropped. • For NGLS the requirement for diverse authors is dropped. • NGLS drops the language 'determine the author's point of view or purpose'. This is inferred, however, by the rest of the standard.
Grade 8 (RL.8.6) Analyze how differences in the points of view of the characters and the audience or reader ~~(e.g., created through the use of dramatic irony)~~ create such effects as ~~suspense or humor. a. Analyze full-length novels, short stories, poems and other genres by authors who represent diverse world cultures.~~ **(RI.8.6)** ~~Determine an~~	**8R6:** In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)	• At this level, the NGLS has divided RL and RI as with the previous CCLS. • NGLS is broadened in that particular mood and tone are not suggested, and particular types of literature are not specified. • For NGLS RI it is assumed that the student has already identified the author's viewpoint in order to analyze how the author works with it. The language is more succinct.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~author's point of view or purpose in a text and~~ analyze how the author ~~acknowledges and responds to~~ conflicting evidence or viewpoints.		
Grade 9-10 (RL.9-10.6) Analyze ~~a particular~~ point of view ~~or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.~~ **(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.~~	**9-10R6:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)	• The cultural aspect is removed from this standard. • The NGLS standard is broadened in that specific types of literature are not specified. • Students are required to consider more elements, including perspective and purpose, and how they shape both explicit and implicit messages.
Grade 11-12 (RL11-12.6) Analyze ~~a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant~~ (e.g., satire, sarcasm, irony or understatement). **(RI11-12.6)** ~~Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.~~	**11-12R6:** Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)	• For NGLS, RI language is eliminated. • NGLS broadens the standard.

Comparison CCLS to Next Generation: Integration of Knowledge and Ideas
Reading Standard 7

CCLS Reading Anchor Standard 7	Next Generation Reading Anchor Standard 7
Integrate and evaluate content presented in diverse formats and media, ~~including visually and quantitatively, as well as in words.~~	Integrate and evaluate content presented in diverse media and formats.

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**

~~Strike-out~~ = words removed from CCLS for NGLS **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL.K.7) ~~With prompting and support,~~ describe the relationship between illustrations ~~and the story in which they appear (e.g., what moment in a story an illustration depicts).~~ **(RI.K.7)** ~~With prompting and support~~, describe the relationship between illustrations and the text ~~in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).~~	**KR7**: Describe the relationship between illustrations and the text. (RI&RL)	• NGLS is broadened, in that it retains the exact verbiage describing the skill but removes the specifics regarding text and context.
Grade 1 (RL.1.7) Use illustrations and details in ~~a story~~ to ~~describe its characters, setting or events~~. **(RI.1.7)** Use the illustrations and details ~~in a story to describe its key ideas.~~	**1R7**: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	• NGLS is broadened, in that it retains the exact verbiage describing the skill but removes the specifics regarding text and context.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 2 (RL.2.7) ~~Use~~ information gained from the illustrations ~~and words in a print or digital~~ text to demonstrate understanding ~~of its characters, setting or plot~~ **(RI.2.7)** ~~Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.~~	**2R7**: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)	• In this standard, NGLS eliminates specifics regarding text and types of illustrations.
Grade 3 (RL.3.7) Explain how specific ~~aspects of a text's~~ illustrations contribute to what is conveyed by the words in a ~~story~~ (e.g., create mood, emphasize ~~aspects of a~~ character or setting). **(RI.3.7)** ~~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).	**3R7**: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)	• The NGLS broadens the standard from explaining how 'specific aspects of illustrations' to 'specific illustrations'. • Specific examples of texts are eliminated.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 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.~~ **(RI.4.7)** ~~Interpret~~ information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations ~~or interactive elements on Web pages)~~ and explain how the information contributes to an understanding of the text ~~in which it appears.~~	**4R7**: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of the text. (RI&RL)	• The NGLS includes using illustrations in this standard (carried over from previous year). • The language for the CCLS standard for RL is eliminated; students are no longer required to 'make connections between the text of a story or drama' to an alternative presentation; they are only to identify presented in different modes.
Grade 5 (RL.5.7) Analyze how visual and multimedia elements contribute to the meaning, ~~tone or beauty~~ of a text ~~(e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem).~~ **(RI.5.7)** ~~Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.~~	**5R7:** Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)	• The language for the CCLS standard for RI is eliminated; students are no longer required to draw on information from multiple sources or demonstrate the ability to answer a question or solve problems using resources. • Specifics for the literary materials are eliminated.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 6 (RL.6.7) Compare and contrast ~~the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.~~ **(RI.6.7)** ~~Integrate information presented in different media and formats (e.g., visually, quantitatively) and in words to develop a coherent understanding of a topic or issue.~~	**6R7**: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	• For this standard, many specifics have been eliminated and the NGLS is written very broadly. • CCLS requires examining the experience and perception of the reader/observer/listener to different formats while NGLS directs learners to focus on how different formats contribute to understanding. • CCLS requires learners to integrate information and use it to develop coherent understanding. NGLS eliminates this language. • NGLS eliminates suggestions for specific genres of texts.
Grade 7 (RL.7.7) Compare and contrast a written ~~story, drama or poem~~ to its audio, filmed, staged or ~~multimedia~~ version, analyzing the effects of techniques unique to each medium ~~(e.g., lighting, sound, color or camera focus and angles in a film).~~ **(RI.7.7)** Compare and contrast a text to an audio, video or ~~multimedia~~ version of the text, analyzing each medium's portrayal of the subject ~~(e.g., how the delivery of a speech affects the impact of the words).~~	**7R7**: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)	• For this standard, the NGLS effectively merges the RL and RI from CCLS, simply eliminating suggestions for type of techniques to be examined.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 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.~~ **(RI.8.7)** Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, ~~multimedia~~) to present a particular ~~topic~~ or idea.	**8R7**: Evaluate the advantages and disadvantages of using different media-- text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)	• NGLS broadens the standard to include more types of media than previously suggested by CCLS.
Grade 9-10 (RL.9-10.7) Analyze the representation of a subject or a key scene in two ~~different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Brueghel's Landscape with the Fall of Icarus)~~ a. ~~Analyze works by authors or artists who represent diverse world cultures.~~ **(RI.9-10.7)** Analyze ~~various~~ accounts of a subject told ~~in different media (e.g., a person's life story in both print and multimedia),~~ determining which details are emphasized in each account.	**9-10R7**: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)	• A portion of the CCLS RL standard is included in the NGLS as an example but is no longer a requirement. • The NGLS standard is more broad and general, but the essential meaning is the same. • The requirement to work with works by authors or artists from diverse cultures is eliminated.
Grade 11-12 (RL11-12.7) Analyze multiple ~~interpretations of a story, drama or poem (e.g., recorded or live production of a play or~~	**11-12R7**: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic	• The requirement to work with works by authors or artists from diverse cultures is eliminated. • Requirements for specific types of text or media are eliminated, though broad examples are given. • The language for the CCLS RI standard is eliminated. • For NGLS the language for the CCLS RI is eliminated.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~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.~~) a. Analyze multiple ~~interpretations of full-length works by authors who represent diverse world cultures.~~ **(RI.11-12.7)** ~~Integrate and evaluate multiple sources of information~~ presented in different media or formats (e.g., visually, quantitatively) ~~as well as in words in order to address a question or solve a problem.~~	novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)	• Students are no longer required to use the information to 'address a question or solve a problem'.

Comparison CCLS to Next Generation: Integration of Knowledge and Ideas
Reading Standard 8

CCLS Reading Anchor Standard 8	Next Generation Reading Anchor Standard 8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	*Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**
****For this standard RL is not applicable for CCLS.**
~~Strike-out~~ = words removed from CCLS for NGLS Highlighted = words added for NGLS

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RI.K.8) ~~With prompting and support~~, identify ~~the reasons an author gives~~ to support ~~points~~ in a text.	**KR8**: Identify specific information to support ideas in a text. (RI&RL)	• Prompting and support is removed for NGLS. • NGLS focuses on specific information within the text to support ideas, rather than author's reasons a student may discern.
Grade 1 (RI.1.8) Identify ~~the reasons an author gives~~ to support ~~points~~ in a text.	**1R8**: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)	• NGLS focuses on specific information within the text to support ideas, rather than author's reasons a student may discern. (same as for standard for K). • Illustrator is added for NGLS.
Grade 2 (RI.2.8) ~~Describe~~ how reasons support specific points the author makes in a text.	**2R8**: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)	• Illustrator is added for NGLS. • The meaning is essentially the same for CCLS and NGLS for this standard.
Grade 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).~~	**3R8**: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)	• CCLS focused more on how sentences and paragraphs tie together; NGLS progresses more from the previous grade, requiring students to understand how ideas are supported by reasons. • At this level, NGLS introduces the vocabulary of claims and evidence (building on 'ideas' and 'reasons').
Grade 4 (RI.4.8) Explain how ~~an author uses~~ reasons and evidence to support ~~particular points~~ in a text.	**4R8**: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)	• NGLS introduces the term 'claims' at this level. • For NGLS 'relevant reasons' replaces 'particular points.'
Grade 5 (RI.5.8) Explain how ~~an author uses~~ reasons and evidence to support ~~particular points~~ in a text, identifying which reasons	**5R8**: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.	• NGLS continues to use the term 'claims' at this level. • For NGLS 'relevant reasons' replaces 'particular points'. • The essential meaning of the standard is unchanged.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
and evidence support which ~~point(s).~~	(RI&RL)	
Grade 6 (RI.6.8) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**6R8**: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)	• The CCLS and NGLS at this level are the same.
Grade 7 (RI.7.8) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is ~~sound~~ and the evidence is relevant and sufficient ~~to support the claims.~~	**7R8**: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)	• The CCLS and NGLS at this level are essentially the same. • NGLS explicitly requires students to recognize irrelevant evidence (this is implied in CCLS at this level and stated explicitly in the text).
Grade 8 (RI.8.8) ~~Delineate~~ and evaluate the argument and specific claims in a text, assessing whether the reasoning is ~~sound~~ and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**8R8**: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)	• The CCLS and NGLS at this level are essentially the same, with slight change in verbiage.
Grade 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~~.	**9-10R8**: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)	• The CCLS and NGLS at this level are essentially the same, with slight change in verbiage.
Grade 11-12 (RI.11-12.8) Delineate and evaluate ~~the reasoning in seminal U.S. texts, including the application~~	**11-12R8**: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy,	• NGLS shifts the focus away from examination of seminal US documents and other political works. • The NGLS standard is much broader as it focuses on the 'lens' the student will use to examine a text, rather than on study of the text itself.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~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., the Federalist, presidential addresses).~~	legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)	

Comparison CCLS to Next Generation: Integration of Knowledge and Ideas
Reading Standard 9

CCLS Reading Anchor Standard 9	Next Generation Reading Anchor Standard 9
Analyze ~~how two or more~~ texts ~~address similar themes or topics in order to build knowledge or to compare the approaches the authors take.~~ **Note: This CCLS is highly specified as to skills and text required at each grade level.**	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives. **Note: This NGLS is broadly generalized and changes little from grade to grade, except where noted and/or underlined.**

*** For NGLS, this Standard applies to Reading for Information (RI) and Response to Literature (RL), except where noted.**

~~Strike-out~~ = words removed from CCLS for NGLS **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (RL.K.9) ~~With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. a. With prompting and support, students will make cultural~~ connections to text and self. **(RI.K.9)** ~~With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).~~	**KR9**: Make connections between self, text, and the world. (RI&RL)	• Specific text to text connections are removed for NGLS. This standard is generalized. • "Cultural connections" from CCLS is removed; students are to 'make connections between self, text and the world'.
Grade 1 (RL.1.9) ~~Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will~~ make ~~cultural~~ connections to text and self. **(RI.1.9)** ~~Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).~~	**1R9**: Make connections between self and text (texts and other people/ world). (RI&RL)	• Specified text to text connections are removed for NGLS. This standard is generalized. • "Cultural connections" from CCLS is removed; students are to 'make connections between self, text, (other people) and the world.' • Though the words are slightly modified in NGLS, the meaning remains the same as the previous year (K).

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 2 (RL.2.9) ~~Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.~~ **(RI.2.9)** ~~Compare and contrast the most important points presented by two texts on the same topic.~~	**2R9**: Make connections between self and text (texts and other people/ world). (RI&RL)	• NGLS shifts away from the specified skills 'compare and contrast' and instead requires students to 'recognize genres and make connections.' • Specified text to text connections are removed for NGLS. • The standard is generalized.
Grade 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).~~ **(RI.3.9)** ~~Compare and contrast the most important points and key details presented in two texts on the same topic.~~	**3R9**: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)	• NGLS shifts away from the specified skills 'compare and contrast' and instead requires students to 'recognize genres and make connections' across a broad spectrum. • NGLS eliminates study of specified text elements such as theme, setting, plots or key details.
Grade 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~~. **(RI.4.9)** ~~Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.~~	**4R9**: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)	• NGLS shifts away from the specified skills 'compare and contrast' and 'integrate information' and instead requires students to 'recognize genres and make connections' across a broad spectrum. • NGLS eliminates study of specified text elements such as theme, setting, plots or key details. • NGLS makes no suggestion as to type of text to be studied.
Grade 5 (RL.5.9) ~~Compare and contrast stories in the same genre (e.g., mysteries and~~	**5R9**: Use established criteria to categorize texts and make informed judgments about quality;	• NGLS shifts away from the specified skills 'compare and contrast' and 'integrate information' and instead requires students to 'use established criteria, make informed judgements and make connections' across a

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~adventure stories) on their approaches to similar themes and topics.~~ **(RI.5.9)** ~~Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.~~	make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)	broad spectrum. • NGLS eliminates study of specified texts elements such as theme, or topic. • NGLS makes no suggestion as to type of text or genre to be studied.
Grade 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.~~ **(RI.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.~~	**6R9**: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	• NGLS shifts away from the specified skills 'compare and contrast' and instead requires students to 'use established criteria, evaluate and make connections across a broad spectrum. • NGLS eliminates study of specified texts elements such as theme, or topic. • NGLS makes no suggestion as to type of text or genre to be studied.
Grade 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.~~ **(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. a. Use their experience and their~~	**7R9**: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	• NGLS shifts away from the specified skills 'compare and contrast' and instead requires students to 'use established criteria, evaluate and make connections' across a broad spectrum. • NGLS eliminates study of specified author's craft. • NGLS makes no suggestion as to type of text or genre to be studied.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.~~		
Grade 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.~~ **Grade 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. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively~~.	**8R9**: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	• At this level, NGLS shifts away requiring students to 'use established criteria to evaluate' and instead requires students to 'choose and develop criteria in order to evaluate' (underline is part of review, not part of NGLS). • NGLS does not specify skills other than those listed above. • NGLS eliminates study of specified texts elements such as theme, pattern of events or character types. • NGLS makes no suggestion as to type of text or genre to be studied.
Grade 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).~~ **(RI.9-10.9)** ~~Analyze seminal U.S. documents of historical and literary significance (e.g.,~~	**9-10R9**: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	• At this level, NGLS continues to require students to 'choose and develop criteria in order to evaluate.' • NGLS does not specify skills other than those listed above. • NGLS eliminates study of specified author's craft. • NGLS eliminates study of treatment of specific text elements such as theme or topic. • NGLS makes no suggestion as to type of text or genre to be studied.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~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.~~ a. ~~Read, annotate and analyze informational texts on topics related to~~ diverse ~~and nontraditional~~ cultures and viewpoints.		
Grade 11-12 (RL.11-12.9) ~~Demonstrate knowledge of 18th, 19th and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.~~ **(RI11-12.9)** ~~Analyze 17th, 18th and 19th 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.~~ ~~a. Read, annotate and analyze informational texts on topics related to~~ diverse ~~and nontraditional~~ cultures ~~and~~ viewpoints.	**11-12R9**: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	• At this level, NGLS continues to require students to' choose and develop criteria in order to evaluate.' • NGLS does not specify skills other than those listed above. • NGLS eliminates study of specified author's craft. • NGLS eliminates study of treatment of specific text elements such as theme or topic. • NGLS makes no suggestion as to type of text or genre to be studied.

Writing Standards

Comparing the Common Core Learning Standards for Writing
To
The Next Generation Learning Standards for Writing

The Common Core Learning Standards (CCLS) for writing **DO NOT** correspond directly to the Next Generation Learning Standards (NGLS) for writing. Below is a quick reference chart for how the standards correspond, based on the anchor standards.

CCLS Writing Anchor Standard # and Grade Level Learning Standards		NGLS Writing Anchor Standard # and Grade Level Learning Standards
#1	→	#1
#2	→	#2
#3	→	#3
#4, #5, #6, #10	→	(folded in across all)
#7	→	#6
#8	→	#7
#9	→	#5
#11	→	#4

Note: For all writing standards, this is the key:
~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

Comparison CCLS to Next Generation: Text Type and Purposes
Writing Standard 1

CCLS Writing Anchor Standard 1	NGLS Writing Anchor Standard 1
Write ~~arguments to support claims in an analysis of substantive topics or texts, using valid~~ reasoning and ~~relevant and sufficient~~ evidence.	*Write Persuasively with Reasoning and Evidence.*

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Kindergarten (W.K.1) Use a combination of drawing, dictating and writing ~~to compose~~ opinion ~~pieces in which they tell a reader~~ the topic ~~or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*)~~.	**KW1**: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic.	• NGLS focuses on more age-appropriate tasks including oral expression and emergent writing in the description of how students may meet the goal. • NGLS focuses the topic for opinion on student experience rather than on a book. • NGLS requires students to give a reason for their opinion.
Grade 1 (W.1.1) Write opinion pieces~~ in which they introduce the topic or name the book they are writing about, state an opinion,~~ supply a reason ~~for the opinion and provide some sense of closure.~~	**1W1**: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	• NGLS is much broader. • NGLS requires 2 or more reasons to support, but student is supporting an opinion on a topic or personal experience rather than on a book. • NGLS does not require a 'sense of closure.'
Grade 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.~~	**2W1:** Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. Please note: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student's opinion could be "I like cupcakes." A student's claim could be "Cupcakes are the best snack." A student's argument could be "Cupcakes are the best snack because…" with supporting reasons and evidence.	• CCLS gives very specific sequence for the task and language to be used; NGLS is much broader. • NGLS assumes student background knowledge in understanding the difference between opinions and arguments. • NGLS does not require a concluding statement at this level.
Grade 3 (W.3.1) Write ~~opinion pieces on topics or texts,~~ supporting ~~a point of view~~	**3W1:** Write an argument to support claim(s), using clear reasons and	• NGLS requires students to write an argument rather than a simple opinion.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
with reasons. a. Introduce ~~the topic or text they are writing about~~, ~~state an opinion and create an organizational structure that lists reasons.~~ b~~. Provide~~ reasons that support ~~the opinion~~. c. Use linking words and phrases ~~(e.g., *because, therefore, since, for example*)~~ to connect opinion and reasons. d. Provide a concluding statement or section.	relevant evidence. 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically. 3W1b: Use precise language and content-specific vocabulary. 3W1c: Use linking words and phrases to connect ideas within categories of information. 3W1d: Provide a concluding statement or section.	• NGLS expands the requirement for how students support opinions/claims from listing reasons to 'organizing clear reasons and relevant evidence logically.' • CCLS requires the student to connect opinions and reason, while NGLS requires connecting 'ideas within categories of information.' • NGLS requires students to use 'precise language and content-specific vocabulary at this level.'
Grade 4 (W.4.1) Write ~~opinion pieces~~ on topics or texts, supporting ~~a point of view~~ with reasons and ~~information~~. 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.~~ b. Provide reasons that are supported by facts and details. c. Link ~~opinion and reasons~~ using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the ~~opinion~~ presented.	**4W1**: Write an argument to support claim(s), using clear reasons and relevant evidence. 4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. 4W1b: Use precise language and content-specific vocabulary. 4W1c: Use transitional words and phrases to connect ideas within categories of information. 4W1d: Provide a concluding statement or section related to the argument presented.	• NGLS requires students to write an argument rather than an opinion. • NGLS expands the requirement for how students support opinions/claims from listing reasons to 'organizing clear reasons and relevant evidence logically.' • CCLS requires the student to connect opinions and reason, while NGLS requires connecting 'ideas within categories of information.' • NGLS requires students to use 'precise language and content-specific vocabulary' at this level.
Grade 5 (W.5.1) Write ~~opinion pieces on topics or texts,~~ supporting ~~a point of view~~ with reasons and ~~information~~. 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.~~ b. Provide logically ordered reasons that are supported by facts and details~~.~~ c. Link ~~opinion and reasons~~ using words, phrases and clauses ~~(e.g.,~~	**5W1**: Write an argument to support claims with clear reasons and relevant evidence. 5W1a: Introduce a precise claim and organize the reasons and evidence logically. 5W1b: Provide logically ordered reasons that are supported by facts and details from various sources. 5W1c: Use precise language and content-specific vocabulary while writing an argument. 5W1d: Use appropriate transitional	• NGLS requires students to write an argument rather than an opinion. • NGLS expands the requirement for how students support opinions/claims from listing reasons to 'organizing clear reasons and relevant evidence logically.' • CCLS requires the student to connect opinions and reason, while NGLS requires connecting 'ideas within categories of information.'

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
~~*consequently, specifically).*~~ d. Provide a concluding statement or section related to the ~~opinion~~ presented.	words, phrases, and clauses to clarify and connect ideas and concepts. 5W1e: Provide a concluding statement or section related to the argument presented. 5W1f: Maintain a style and tone appropriate to the writing task.	• NGLS requires students to use 'precise language and content-specific vocabulary' at this level. • CCLS gives examples of transitional language; NGLS assumes the students know and use 'appropriate language for transitions.' • NGLS brings in style and tone at this level.
Grade 6 (W.6.1) Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence ~~clearly.~~ b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use ~~words, phrases and clauses~~ to clarify the relationships among ~~claim(s) and reasons~~. d. ~~Establish and~~ maintain a ~~formal~~ style. e. Provide a concluding statement or section that ~~follows from~~ the argument presented.	**6W1**: Write arguments to support claims with clear reasons and relevant evidence. 6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. 6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. 6W1c: Use precise language and content-specific vocabulary to argue a claim. 6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 6W1e: Provide a concluding statement or section that explains the significance of the argument presented. 6W1f: Maintain a style and tone appropriate to the writing task.	• CCLS introduces writing arguments at this level; NGLS introduced that 2 years previous in grade 4. • NGLS requires precision in introducing a claim. • NGLS requires the student to distinguish between a claim and a counterclaim at this level. • NGLS requires students to continue to use 'precise language and content-specific vocabulary.' • NGLS requires the student to explain the significance of the argument in conclusion, rather than the CCLS's requirement to provide a conclusion that simply 'follows from the argument presented.' • CCLS requires a formal style, while NGLS requires the student to identify and use the style and tone appropriate to the task.
Grade 7 (W.7.1) Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge ~~alternate or opposing claims~~ and organize the reasons and evidence logically. b. Support claim(s) with logical	**7W1**: Write arguments to support claims with clear reasons and relevant evidence. 7W1a: Introduce a precise claim, acknowledge ~~and distinguish the claim from a counterclaim~~, and organize the reasons and evidence logically.	• The CCLS and NGLS are much closer in requirements at this level; verbiage changes but essential meaning remains the same. • NGLS requires precision in introducing a claim. • NGLS requires the student to

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
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), 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.	7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. 7W1c: Use precise language and content-specific vocabulary to argue a claim. 7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 7W1e: Provide a concluding statement or section that explains the significance of the argument presented. 7W1f: Maintain a style and tone appropriate to the writing task.	explain the significance of the argument in conclusion, rather than the CCLS's requirement to provide a conclusion that simply 'follows from the argument presented.' • CCLS requires a formal style, while NGLS requires the student to identify and use the style and tone appropriate to the task.
Grade 8 (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.	**8W1:** Write arguments to support claims with clear reasons and relevant evidence. 8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically. 8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. 8W1c: Use precise language and content-specific vocabulary to argue a claim. 8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 8W1e: Provide a concluding statement or section that explains the significance of the argument presented. 8W1f: Maintain a style and tone appropriate to the writing task.	• The CCLS and NGLS are much closer in requirements at this level; verbiage changes but essential meaning remains the same. • NGLS requires precision in introducing a claim. • NGLS requires the student to explain the significance of the argument in conclusion, rather than the CCLS's requirement to provide a conclusion that simply 'follows from the argument presented.' • CCLS requires a formal style, while NGLS requires the student to identify and use the style and tone appropriate to the task.
Grade 9-10 (W.9-10.1)	**9-10W1**:	• The CCLS and NGLS are much

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Write arguments to support claims ~~in an analysis of~~ substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ~~Explore and inquire into areas of interest to formulate an argument~~. 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; 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; 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;~~ 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;~~ e. Provide a concluding statement or section that ~~follows from and supports~~ the argument presented.	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns. 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic. 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. 9-10W1f: Maintain a style and tone appropriate to the writing task.	closer in requirements at this level; verbiage changes but essential meaning remains the same. • The requirement from CCLS to 'explore and inquire into areas of interest' has been dropped for NGLS. • NGLS requires the student to explain the significance of the argument in conclusion, rather than the CCLS's requirement to provide a conclusion that simply 'follows from the argument presented.' • NGLS is less specific in its requirements regarding language use and tone of the writer at this level.
Grade 11-12 (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. ~~Explore and inquire into areas of interest to formulate an argument.~~ a. Introduce precise, ~~knowledgeable~~ claim(s),	**11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences	• The CCLS and NGLS are much closer in requirements at this level; verbiage changes but essential meaning remains the same. • The requirement from CCLS to 'explore and inquire into areas of interest' has been dropped for NGLS. • NGLS requires the student to

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (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; 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; 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;~~ 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;~~ e. Provide a concluding statement or section ~~that follows from and supports~~ the argument presented.	claims, counterclaims, reasons, and evidence. 11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases. 11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic. 11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. 11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented. 11-12W1f: Maintain a style and tone appropriate to the writing task.	explain the significance of the argument in conclusion, rather than the CCLS's requirement to provide a conclusion that simply 'follows from the argument presented.' • NGLS is less specific in its requirements regarding language use and tone of the writer at this level.

Comparison CCLS to Next Generation: Text Type and Purposes
Writing Standard 2

CCLS Writing Anchor Standard 2	NGLS Writing Anchor Standard 2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Kindergarten (W.K.2) Use a combination of drawing, dictating and writing to ~~compose informative/explanatory texts in which they~~ name ~~what they are writing about~~ and supply ~~some~~ information ~~about the topic.~~	**KW2** Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	• NGLS focuses on more age-appropriate tasks including oral expression and emergent writing in the description of how students may meet the goal. • With the exception of above point CCLS and NGLS are the same at this level.
Grade 1 (W.1.2) Write informative/explanatory texts in which they ~~name~~ a topic, supply some facts ~~about the topic~~ and provide some sense of closure.	**1W2** Write an informative/ explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	• NGLS language requires that students introduce their topic and begin to develop points at this level.
Grade 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.	**2W2** Write informative/ explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.	• NGLS is broader in that it requires students to use 'other information' rather than 'definitions' to develop points. • NGLS requires use of content-specific language.
Grade 3 (W.3.2) Write informative/explanatory texts to examine a topic and convey ideas and information ~~clearly.~~ **a.** Introduce a topic and ~~group~~ related information together; include illustrations when useful to aiding comprehension. **b.** Develop the topic with facts, definitions and details. **c.** Use linking words and phrases ~~(e.g., also, another, and, more, but)~~ to connect ideas within categories of information. **d.** Provide a concluding statement	**3W2** Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 3W2**a**: Introduce a topic and organize related information together. 3W2**b**: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. 3W2**c**: Use precise language and content-specific vocabulary. 3W2**d**: Use linking words and phrases to connect ideas within	• NGLS requires use of content-specific language. • CCLS requires students to write with clarity, while NGLS focuses on relevance. • With the exception of above point. CCLS and NGLS are the same at this level.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
or section.	categories of information. 3W2**e**: Provide a concluding statement or section.	
Grade 4 (W.4.2) Write informative/explanatory texts to ~~examine~~ a topic and convey ideas and information ~~clearly~~. **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. **b.** Develop ~~the topic~~ with facts, definitions, concrete details, quotations or other information ~~and examples related to the topic~~. **c.** ~~Link~~ ideas within categories of information ~~using~~ words and phrases ~~(e.g., another, for example, also, because).~~ d. Use precise language and ~~domain~~-specific vocabulary ~~to inform about or explain the topic~~. **e.** Provide a concluding statement or section related to the information or explanation presented.	**4W2:** Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 4W2**a**: Introduce a topic clearly and organize related information in paragraphs and sections. 4W2**b**: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. 4W2**c**: Use precise language and content-specific vocabulary. 4W2**d**: Use transitional words and phrases to connect ideas within categories of information. 4W2**e**: Provide a concluding statement or section related to the information or explanation presented.	• CCLS requires students to write with clarity, while NGLS focuses on relevance. • CCLS specifies uses of formatting and illustrations and media while NGLS is more broad in requiring 'text features'. • NGLS requires use of content-specific rather than domain specific language. • With the exception of above minor points, CCLS and NGLS are essentially the same at this level.
Grade 5 (W.5.2) Write informative/explanatory texts to examine a topic and convey ideas and information ~~clearly~~. **a.** Introduce a topic clearly; provide general ~~observation~~; focus and ~~group~~ related information logically; include ~~formatting (e.g., headings~~), illustrations and multimedia ~~when useful~~ to aiding comprehension. **b.** Develop the topic with facts, definitions, concrete details, quotations or other	**5W2:** Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W2**a**: Introduce a topic clearly, provide a general focus, and organize related information logically. 5W2**b**: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.	• CCLS requires students to write with clarity, while NGLS focuses on relevance. • CCLS specifies uses of formatting and illustrations and media while NGLS is more broad in requiring 'text features'. • NGLS requires use of content-specific rather than domain specific language. • With the exception of above minor points, CCLS and NGLS are essentially the same at this level. • NGLS requires students to establish appropriate style at this level.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
information ~~and examples related to the topic~~. **c**~~. Link~~ ideas ~~within and across categories of information~~ using words, phrases and clauses ~~(e.g., in contrast, especially).~~ **d.** Use precise language and ~~domain~~-specific vocabulary to ~~inform about or~~ explain the topic. **e.** Provide a concluding statement or section related to the information or explanation presented.	5W2**c**: Use precise language and content-specific vocabulary to explain a topic. 5W2**d**: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. 5W2**e**: Provide a concluding statement or section related to the information or explanation presented. 5W2**f**: Establish a style aligned to a subject area or task.	**Note: From grade 6 forward CCLS overarching standard and NGLS are the same. Some wording changes in the sub-points.**
Grade 6 (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. **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. **b.** Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. **c.** Use appropriate transitions to clarify the relationships among ideas and concepts. **d.** Use precise language and ~~domain~~-specific vocabulary to ~~inform about~~ or explain the topic. **e.** Establish and maintain a ~~formal~~ style. **f.** Provide a concluding statement or section ~~that follows from~~ the	**6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 6W2**a**: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. 6W2**b**: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. 6W2**c**: Use precise language and content-specific vocabulary to explain a topic. 6W2**d**: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 6W2**e**: Provide a concluding statement or section that explains the significance of the information presented.	• With the exception of highlighted minor points, CCLS and NGLS are essentially the same at this level. • For NGLS examples are eliminated.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
information ~~or explanation~~ presented.	6W2**f**: Establish and maintain a style appropriate to the writing task.	
Grade 7 (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. **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. **b.** Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. **c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **d.** Use precise language and ~~domain~~-specific vocabulary to ~~inform about or~~ explain the topic. **e.** Establish and maintain a ~~formal~~ style. **f.** Provide a concluding statement or section ~~that follows from and supports~~ the information or explanation presented.	**7W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 7W2**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. 7W2**b**: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. 7W2**c**: Use precise language and content-specific vocabulary to explain a topic. 7W2**d**: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 7W2**e**: Provide a concluding statement or section that explains the significance of the information presented. 7W2**f**: Establish and maintain a style appropriate to the writing task.	• With the exception of highlighted minor points, CCLS and NGLS are essentially the same at this level. • For NGLS examples are eliminated.
Grade 8 (W.8.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of	**8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	• NGLS carried forward the strategies required in grade 7 (definition, classification, etc.) while CCLS drops those specified at this level. • With the exception of highlighted minor points, CCLS and NGLS are

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
relevant content. **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on broader categories; include formatting ~~(e.g., headings),~~ graphics ~~(e.g., charts, tables~~) and multimedia when useful to aiding comprehension. **b.** Develop the topic with relevant, ~~well-chosen~~ facts, definitions, concrete details, quotations or other information and examples. **c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **d.** Use precise language and ~~domain~~-specific vocabulary to inform about or explain the topic. **e.** Establish and maintain a ~~formal~~ style. **f.** Provide a concluding statement or section ~~that follows from and supports~~ the information ~~or explanation~~ presented.	relevant content. 8W2**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. 8W2**b**: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. 8W2**c**: Use precise language and content-specific vocabulary to explain a topic. 8W2**d**: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 8W2**e**: Provide a concluding statement or section that explains the significance of the information presented. 8W2**f**: Establish and maintain a style appropriate to the writing task.	essentially the same at this level. • For NGLS examples are eliminated.
Grade 9-10 (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. **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;	**9-10W2:** 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. 9-10W2**a**: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. 9-10W2**b**: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and	• With the exception of highlighted minor points, CCLS and NGLS are essentially the same at this level. • For NGLS examples are eliminated. • For sub-point **e** (for CCLS), which was moved to **f** for NGLS, NGLS broadens the requirement for writing style.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
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; **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; **d.** Use precise language and ~~domain~~-specific vocabulary to ~~manage~~ the complexity of the topic; **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;~~ **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).~~	paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. 9-10W2**c**: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. 9-10W2**d**: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 9-10W2**e**: Provide a concluding statement or section that explains the significance of the information presented. 9-10W2**f**: Establish and maintain a style appropriate to the writing task.	
Grade 11-12 (W11-12.2) 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. **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;	**11-12W2:** 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. 11-12W2**a**: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. 11-12W2**b**: Develop a topic thoroughly by selecting the most significant and relevant facts,	• With the exception of highlighted minor points, CCLS and NGLS are essentially the same at this level. • For NGLS examples are eliminated. • For sub-point **e** (for CCLS), which was moved to **f** for NGLS, NGLS broadens the requirement for writing style.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
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; **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; **d.** Use precise language, ~~domain-~~ specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic; **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;~~ **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).~~	definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. 11-12W2**c:** Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic. 11-12W2**d**: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 11-12W2**e**: Provide a concluding statement or section that explains the significance of the information presented. 11-12W2**f**: Establish and maintain a style appropriate to the writing task.	

Comparison CCLS to Next Generation: Text Type and Purposes
Writing Standard 3

CCLS Writing Anchor Standard 3	NGLS Writing Anchor Standard 3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	*Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.*

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Kindergarten (W.K.3) Use a combination of drawing, dictating and writing to narrate a single event or several ~~loosely linked~~ events; tell about the events in the order in which they occurred ~~and provide a reaction to what happened.~~	**KW3:** Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	• NGLS adds 'oral expression' and 'emergent' to the forms of kindergarten writing; more developmentally appropriate. • NGLS eliminates the requirement of providing a reaction to the events.
Grade 1 (W.1.3) Write narratives in which they recount ~~two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure~~.	**1W3:** Write narratives which recount real or imagined experiences or events or a short sequence of events.	• NGLS simplifies and broadens the standard. • NGLS eliminates requirement for number of events and use of temporal words and sense of closure. • NGLS allows for 'imagined experiences or events.'
Grade 2 (W.2.3) Write narratives in which they recount ~~a well elaborated~~ event or short sequence of events; include details to describe actions, thoughts and feelings; use temporal words to signal event order and provide a sense of closure.	**2W3:** Write narratives which they recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	• NGLS allows for 'real or imagined experiences.' • Aside from the point above, CCLS and NGLS are essentially the same at this level.
Grade 3 (W.3.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **a.** Establish a situation and introduce a narrator and/or characters; ~~organize an event sequence that unfolds naturally.~~ **b.** Use ~~dialogue and~~ descriptions of actions, thoughts and feelings to develop experiences and events or	**3W3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 3W3**a**: Establish a situation and introduce a narrator and/or characters. 3W3**b**: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show	• NGLS eliminates the requirement in **a** - to organize an event sequence that unfolds naturally. • NGLS eliminates the requirement to include dialogue at this level. • NGSL requires a 'conclusion' rather than the CCLS 'sense of closure.'

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
show the response of characters to situations. **c.** Use temporal words and phrases to signal event order. **d.** Provide a ~~sense of closure.~~	the response of characters to situations. 3W3**c**: Use temporal words and phrases to signal event order. 3W3**d**: Provide a conclusion.	
Grade 4 (W.4.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **a.** ~~Orient the reader by~~ establishing a situation and introducing a narrator and/or characters; ~~organize an event sequence that unfolds naturally.~~ **b.** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **c.** Use ~~a variety of~~ transitional words and phrases to manage the sequence of events. **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely. **e.** Provide a conclusion that follows from the narrated experiences or events.	**4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 4W3**a**: Establish a situation and introduce a narrator and/or characters. 4W3**b**: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. 4W3**c**: Use transitional words and phrases to manage the sequence of events. 4W3**d**: Use concrete words and phrases and sensory details to convey experiences and events precisely. 4W3**e**: Provide a conclusion that follows from the narrated experiences or events.	• NGLS eliminates the requirement in **a** - to organize an event sequence that unfolds naturally. • CCLS does not specify description of 'action, thought and feelings;' assumption is that was learned in previous grade. NGLS continues to specify. • Aside from the points above, CCLS and NGLS are essentially the same at this level.
Grade 5 (W.5.3) Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences. **a.** ~~Orient the reader by~~ establishing a situation and introducing a narrator and/or characters; ~~organize an event sequence that unfolds naturally.~~ **b.** Use narrative techniques, such as dialogue, description ~~and pacing~~, to develop experiences and events or show the responses of characters to situations. **c.** Use a variety of transitional words, phrases and clauses to manage the sequence of events. **d.** Use concrete words and phrases and sensory details to convey	**5W3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 5W3**a**: Establish a situation and introduce a narrator and/or characters. 5W3**b**: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. 5W3**c**: Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5W3**d**: Use concrete words and phrases and sensory details to	• NGLS eliminates the requirement in **a** - to organize an event sequence that unfolds naturally. • NGLS eliminates the requirement to consider pacing in writing at this level. • Aside from the points above, CCLS and NGLS are essentially the same at this level.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
experiences and events precisely. **e.** Provide a conclusion that follows from the narrated experiences or events.	convey experiences and events precisely. 5W3**e**: Provide a conclusion that follows from the narrated experiences or events.	
Grade 6 (W.6.3) Write narratives to develop real or imagined experiences or events using effective technique, ~~relevant~~ descriptive details and ~~well-structured event~~ sequences. **a.** Engage ~~and orient~~ the reader by ~~establishing a context~~ and introducing a narrator and/or characters; ~~organize an event sequence that unfolds naturally and logically.~~ **b.** Use narrative techniques, such as dialogue, ~~pacing~~ and description, to develop experiences, events and/or characters. **c.** Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. **e.** Provide a conclusion that follows from ~~the narrated experiences or events.~~	**6W3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing. 6W3**a**: Engage the reader by introducing a narrator and/or characters. 6W3**b**: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3**c**: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 6W3**d**: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 6W3**e**: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	• NGLS eliminates the requirement in **a** - to organize an event sequence that unfolds naturally. • NGLS broadens the standard by eliminating the requirement for 'well-structured' event sequencing and 'establishing a context' for the reader at this level. • NGLS requires that the conclusions provided by students are reflective as well as conclusive, and gives more specifics for reflection. • Aside from the points above, CCLS and NGLS are essentially the same at this level.
Grade 7 (W.7.3) Write narratives to develop real or imagined experiences or events using effective techniques, ~~relevant~~ descriptive details and ~~well-structured~~ event sequences. **a.** Engage ~~and orient~~ the reader by establishing ~~a context and~~ point of view and introducing a narrator and/or characters; ~~organize an event sequence that unfolds naturally and logically.~~ **b.** Use narrative techniques, such as dialogue, ~~pacing~~ and description, to	**7W3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing. 7W3**a**: Engage the reader by establishing a point of view and introducing a narrator and/or characters. 7W3**b**: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 7W3**c**: Use a variety of transitional	• NGLS broadens the standard by eliminating the requirement for 'well-structured' event sequencing and 'establishing a context' for the reader at this level. • NGLS eliminates the requirement in **a** - to organize an event sequence that unfolds naturally. • NGLS requires that the conclusions provided by students are reflective as well as conclusive and gives more specifics for reflection. • Aside from the points above, CCLS and NGLS are essentially the same at

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
develop experiences, events and/or characters. **c.** Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.	words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 7W3**d**: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 7W3**e**: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	this level.
Grade 8 (W.8.3) Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and ~~well-structured~~ event sequences. **a.** Engage ~~and orient~~ the reader by establishing a ~~context and~~ point of view and introducing a narrator and/or characters; ~~organize an event sequence that unfolds naturally and logically.~~ **b.** Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. **c.** Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. **d.** Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.	**8W3:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. 8W3**a**: Engage the reader by establishing a point of view and introducing a narrator and/or characters. 8W3**b**: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. 8W3**c**: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 8W3**d**: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 8W3**e**: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	• NGLS broadens the standard by eliminating the requirement for 'well-structured' event sequencing and 'establishing a context' for the reader at this level. • NGLS eliminates the requirement in **a** - to organize an event sequence that unfolds naturally. • NGLS requires that the conclusions provided by students are reflective as well as conclusive and gives more specifics for reflection. • Aside from the points above, CCLS and NGLS are essentially the same at this level.
Grade 9-10 (W.9-10.3) Write narratives to develop real or imagined experiences or events using	**9-10W3**: Write narratives to develop real or imagined experiences or events	• NGLS eliminates sub-point **f,** dropping the requirement for students to adapt voice and

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
effective technique, well-chosen details and well-structured event sequences. **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; **b.** Use narrative techniques, such as dialogue, pacing, description, reflection and ~~multiple~~ plot lines, to develop experiences, events and/or characters; **c.** Use a variety of techniques to sequence events ~~so that they build on one another~~ to create a coherent whole; **d.** Use precise words and phrases, ~~telling~~ details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters; **e.** Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative; **f.** ~~Adapt voice, awareness of audience and use of language to accommodate a variety of cultural contexts.~~	using effective technique, well-chosen details, and well-structured event sequences. 9-10W3**a**: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. 9-10W3**b**: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters. 9-10W3**c**: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events. 9-10W3**d**: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9-10W3**e**: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	language use for cultural context. • Aside from the point above, CCLS and NGLS are essentially the same at this level.
Grade 11-12 (W.11-12.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. **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; **b.** Use narrative techniques, such as dialogue, pacing, description, reflection and ~~multiple~~ plot lines, to develop experiences, events and/or characters;	**11-12W3**: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 11-12W3**a**: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. 11-12W3**b**: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.	• NGLS eliminates sub-point **f,** dropping the requirement for students to adapt voice and language use for cultural context. • Aside from the point above, CCLS and NGLS are essentially the same at this level.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
c. Use a variety of techniques to sequence events ~~so that they build on one another~~ to create a coherent whole; **d.** Use precise words and phrases, ~~telling~~ details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters; **e.** Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative; **f.** ~~Adapt voice, awareness of audience and use of language to accommodate a variety of cultural contexts.~~	11-12W3**c**: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 11-12W3**d**: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 11-12W3**e**: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	

Comparison CCLS to Next Generation: Text Type and Purposes
Writing Standard 4

CCLS Writing Anchor Standard	NGLS Writing Anchor Standard 4
CCLS ANCHOR STANDARD 4: ~~*Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*~~ ***CCLS ANCHOR STANDARD 11:*** *Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written,* ~~*digital and oral presentations, employing a variety of media and genres.*~~	***NGLS ANCHOR STANDARD 4:*** *Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.*

FOR THIS STANDARD, THE CCLS and NGLS ANCHOR STANDARDS AND GRADE LEVEL LEARNING STANDARDS ARE COMPLETELY DIFFERENT.

CCLS Anchor Standard 11 is comparable to the NGLS Anchor Standard 4 so CCLS grade level standards for Standard 11 are compared here.

CCLS Grade Level Standard For Anchor Standard 11 (comparable to NGLS for Standard 4)	Next Generation Learning Standard(NGLS) for Anchor Standard 4	Key Difference (s)
Kindergarten (W.K.) Create ~~and/or present a~~ poem, dramatization, art work ~~or~~ ~~personal~~ response to a ~~particular~~ author ~~or theme studied in class, with support as needed~~**.**	**KW4:** Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).	• NGLS broadens the standard in that students no longer must respond to 'a particular' author or theme. Students may respond to a text or personal experience as well. • NGLS does not require or suggest student presentation. • NGLS eliminates 'with support as needed'.
Grade 1 (W.1.4) Create ~~and present~~ a poem, dramatization, art work or ~~personal~~ response to a ~~particular~~ author ~~or theme studied in class, with support as needed.~~	**1W4:** Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, art work, or other).	• NGLS broadens the standard in that students no longer must respond to 'a particular' author or theme. Students may respond to a text or personal experience as well. • NGLS does not require student presentation. • NGLS eliminates 'with support as needed'.
Grade 2 (W.2.4) Create ~~and present~~ a poem, ~~narrative~~, play, art work or ~~personal~~ response to a ~~particular~~ author or theme ~~studied in class, with support as needed.~~	**2W4:** Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).	• NGLS broadens the standard in that students no longer must respond to 'a particular' author or theme. Students may respond to a text or personal experience as well. • NGLS does not require student presentation. • NGLS eliminates 'with support as needed'.
Grade 3 (W.3.4) Create ~~and present~~ a	**3W4:** Create a response to a text,	• NGLS broadens the standard in that students no longer must respond to

CCLS Grade Level Standard For Anchor Standard 11 (comparable to NGLS for Standard 4)	Next Generation Learning Standard(NGLS) for Anchor Standard 4	Key Difference (s)
poem, ~~narrative~~, play, artwork or ~~personal~~ response to a ~~particular~~ author or theme ~~studied in class.~~	author, theme or personal experience (e.g., poem, play, story, art work, or other).	'a particular' author or theme. Students may respond to a text or personal experience as well. • NGLS does not require student presentation.
Grade 4 (W.4.4) Create ~~and present~~ a poem, ~~narrative~~, play, art work ~~or literary review~~ in response to a ~~particular~~ author or theme ~~studied in class~~.	**4W4:** Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.	• NGLS broadens the standard in that students no longer must respond to 'a particular' author or theme. Students may respond to a text or personal experience as well. • NGLS does not require student presentation.
Grade 5 (W.5.4) Create ~~and present~~ an ~~original~~ poem, ~~narrative~~, play, art work ~~or literary critique~~ in response to a ~~particular~~ author or theme ~~studied in class.~~ a~~. Recognize and illustrate social, historical and cultural features in the presentation of literary texts.~~	**5W4:** Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.	• NGLS broadens the standard in that students no longer must respond to 'a particular' author or theme. Students may respond to a text or personal experience as well. • NGLS does not require student presentation. • NGLS is broader in that it drops the specific requirement for students to work with historical and cultural features in literary texts.
Grade 6 (W.6.4) Create ~~and present a text~~ or art work in response to ~~a literary work.~~ ~~a. Develop a perspective or theme supported by relevant details.~~ ~~b. Recognize and illustrate social, historical and cultural features in the presentation of literary texts.~~ c. Create poetry, stories, plays and other ~~literary forms (e.g., videos~~, art work).	**6W4:** Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.	• NGLS broadens the standard in that students no longer must respond to a literary work. Students may respond to a text or personal experience as well. • NGLS does not require student presentation. • NGLS continues the same broad requirements at this level and drops the specifics required by CCLS.
Grade 7 (W.7.4) Create a ~~presentation~~, art work, ~~or text~~ in response to a ~~cultural, textual and thematic connections across genres.~~ b. Create poetry, stories, plays and other ~~literary forms (e.g., videos~~, art work).	**7W4:** Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.	• NGLS broadens the standard in that students no longer must respond to a literary work. Students may respond to a text or personal experience as well. • NGLS does not require or suggest student presentation. • NGLS continues the same broad

CCLS Grade Level Standard For Anchor Standard 11 (comparable to NGLS for Standard 4)	Next Generation Learning Standard(NGLS) for Anchor Standard 4	Key Difference (s)
		requirements at this level and drops the specifics required by CCLS (cultural, textual and thematic connections).
Grade 8 (W.8.4) Create a ~~presentation,~~ art work ~~or text~~ in response to a ~~literary work with a commentary that identifies connections and~~ explains divergences from the original. a. ~~Make well-supported personal, cultural, textual and thematic connections across genres.~~ b. Create poetry, stories, plays and other ~~literary forms (e.g., videos,~~ art work).	**8W4:** Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.	• NGLS broadens the standard in that students no longer must respond to a literary work. Students may respond to a text or personal experience as well. • NGLS does not require or suggest student presentation. • NGLS continues the same broad requirements at this level and drops the specifics required by CCLS (cultural, textual and thematic connections).
Grade 9-10 (W.9-10.4) Create ~~literary texts that~~ demonstrate knowledge and understanding of a ~~wide~~ variety of ~~texts of recognized literary merit.~~ a~~. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social and cultural connections and insights.~~ b. ~~Identify, analyze and use elements and techniques of various genres of literature.~~ ~~c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.~~ d. Create poetry, stories, plays and ~~other literary forms (e.g., videos,~~ art work).	**9-10W4:** Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.	• NGLS continues the same broad requirements at this level and drops the specifics required by CCLS (working with 'texts of literary merit'; variety of prewriting; identification, analysis and use of elements and techniques across genres). • Broadened NGLS standard does not require development of critical and interpretive texts. • NGLS eliminates requirement for students to consider historical and cultural perspectives.
Grade 11-12 (W11-12.4) Create ~~interpretive and responsive texts~~ to demonstrate knowledge and a ~~sophisticated~~ understanding of ~~the connections between life and the literary work.~~ ~~a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural~~	**11-12W4:** Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.	• NGLS continues the same broad requirements at this level and drops the specifics required by CCLS (creating interpretive and responsive texts, connections between life and literary work, etc.) • Broadened NGLS standard does not specify skills or elements and techniques across genres.

CCLS Grade Level Standard For Anchor Standard 11 (comparable to NGLS for Standard 4)	Next Generation Learning Standard(NGLS) for Anchor Standard 4	Key Difference (s)
~~connections and insights.~~ ~~b. Identify, analyze and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony and ambiguity, to affect meaning.~~ ~~c. Develop innovative perspectives on texts, including historical, cultural, sociological and psychological contexts.~~ d. Create poetry, stories, plays and other ~~literary forms (e.g., videos~~, art work).		

Comparison CCLS to Next Generation: Text Type and Purposes
Writing Standard 5

CCLS Writing Anchor Standard	NGLS Writing Anchor Standard 5
CCLS ANCHOR STANDARD 5 ~~*Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.*~~ ***CCLS ANCHOR STANDARD 9:*** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*	***NGLS ANCHOR STANDARD 5:*** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

FOR THIS STANDARD, THE CCLS and NGLS ANCHOR STANDARDS AND GRADE LEVEL LEARNING STANDARDS ARE COMPLETELY DIFFERENT.

CCLS Anchor Standard 9 is comparable to the NGLS Anchor Standard 5 so CCLS grade level standards for Standard 9 are compared here.

CCLS Grade Level Standard For Anchor Standard 9 (comparable to NGLS Standard 9)	Next Generation Learning Standard(NGLS) for Anchor Standard 5	Key Difference (s)
Kindergarten (W.K.9)	Begins in grade 4.	
Grade 1 (W.1.9)	Begins in grade 4.	
Grade 2 (W.2.9)	Begins in grade 4.	
Grade 3 (W.3.9)	Begins in grade 4.	
Grade 4 (W.4.9) a. Apply grade 4 Reading standards to literature ~~(e.g., "Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words or actions]").~~ b. Apply grade 4 Reading standards to informational ~~texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").~~	**4W5:** Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.	• NGLS uses the blended literary and informational reading learning standards (RL and RI) as the basis for the writing standards. • NGLS is broadened in that it eliminates examples.
Grade 5 (W.5.9) a. Apply grade 5 Reading standards to literature (~~e.g., "Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").~~ b. Apply grade 5 Reading standards to informational texts ~~(e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").~~	**5W5:** Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.	• NGLS uses the blended literary and informational reading learning standards (RL and RI) as the basis for the writing standards. • NGLS is broadened in that it eliminates examples.
Grade 6 (W.6.9) Draw evidence from literary or	**6W5:** Draw evidence from literary or	• Overarching standard is identical for CCLS and NGLS at this level.

CCLS Grade Level Standard For Anchor Standard 9 (comparable to NGLS Standard 9)	Next Generation Learning Standard(NGLS) for Anchor Standard 5	Key Difference (s)
informational texts to support analysis, reflection and research. a. Apply grade 6 Reading standards to literature ~~(e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").~~ b. Apply grade 6 Reading standards to ~~literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").~~	informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable.	For sub-points: • Overarching standard is identical for CCLS and NGLS at this level. For sub-points: • NGLS uses the blended literary and informational reading learning standards (RL and RI) as the basis for the writing standards. • NGLS is broadened in that it eliminates examples. • CCLS targets 'literary non-fiction' while NGLS targets 'informational text.'
Grade 7 (W.7.9) Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grade 7 Reading standards to literature ~~(e.g., "Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").~~ ~~b.~~ Apply grade 7 Reading standards to ~~literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").~~	7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable.	• Overarching standard is identical for CCLS and NGLS at this level. For sub-points: • NGLS uses the blended literary and informational reading learning standards (RL and RI) as the basis for the writing standards. • NGLS is broadened in that it eliminates examples. • CCLS targets 'literary non-fiction' while NGLS targets 'informational text.'
Grade 8 (W.8.9) Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grade 8 Reading standards to literature ~~(e.g., "Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the bible, including describing how the material is rendered new").~~ b. Apply grade 8 Reading standards to ~~literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and~~	**8W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.	• Overarching standard is identical for CCLS and NGLS at this level. For sub-points: • NGLS uses the blended literary and informational reading learning standards (RL and RI) as the basis for the writing standards. • NGLS is broadened in that it eliminates examples. • CCLS targets 'literary non-fiction' while NGLS targets 'informational text.'

CCLS Grade Level Standard For Anchor Standard 9 (comparable to NGLS Standard 9)	Next Generation Learning Standard(NGLS) for Anchor Standard 5	Key Difference (s)
~~sufficient; recognize when irrelevant evidence is introduced").~~		
Grade 9-10 (W.9-10.9) Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grades 9–10 Reading standards to literature ~~(e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare]").~~ b. Apply grades 9–10 Reading standards 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").~~	**9-10W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.	• Overarching standard is identical for CCLS and NGLS at this level. For sub-points: • NGLS uses the blended literary and informational reading learning standards (RL and RI) as the basis for the writing standards. • NGLS is broadened in that it eliminates examples. • CCLS targets 'literary non-fiction' while NGLS targets 'informational text.'
Grade 11-12 (W11-12.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature ~~(e.g., "Demonstrate knowledge of 18th, 19th and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").~~ b. Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]").~~	**11-12W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.	• Overarching standard is identical for CCLS and NGLS at this level. For sub-points: • NGLS uses the blended literary and informational reading learning standards (RL and RI) as the basis for the writing standards. • NGLS is broadened in that it eliminates examples. • CCLS targets 'literary non-fiction' while NGLS targets 'informational text.'

Comparison CCLS to Next Generation: Research to Build and Present Knowledge
Writing Standard 6

CCLS Writing Anchor Standard	NGLS Writing Anchor Standard 6
CCLS ANCHOR STANDARD 6: ~~*Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others*~~ ***CCLS ANCHOR STANDARD 7:*** *Conduct* ~~*short as well as more sustained*~~ *research* ~~*projects*~~ *based on focused questions, demonstrating understanding of the subject under investigation.*	***NGLS ANCHOR STANDARD 6:*** *Conduct research based on focused questions to demonstrate understanding of the subject under investigation.*

FOR THIS STANDARD, THE CCLS and NGLS ANCHOR STANDARDS AND GRADE LEVEL LEARNING STANDARDS ARE COMPLETELY DIFFERENT.

CCLS Anchor Standard 7 is comparable to the NGLS Anchor Standard 6 so CCLS grade level standards for Standard 7 are compared here.

CCLS Grade Level Standard For Anchor Standard 7 (comparable to NGLS Standard 6)	Next Generation Learning Standard(NGLS) for Anchor Standard 6	Key Difference (s)
Kindergarten (W.K.7) Participate in shared research ~~and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).~~	**KW6**: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	• NGLS requires students to develop questions as well as participate in research. • NGLS broadens the standard requiring students to answer questions, build and share knowledge. There are no examples for suggested curriculum specifics.
Grade 1 (W.1.7) Participate in shared research ~~and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).~~	**1W6:** Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	• NGLS requires students to develop questions as well as participate in research. • NGLS broadens the standard requiring students to answer questions and build share knowledge. There are no examples for suggested curriculum specifics.
Grade 2 (W.2.7) Participate in shared research ~~and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).~~	**2W6:** Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	• NGLS requires students to develop questions as well as participate in research. • NGLS broadens the standard requiring students to answer questions and build share knowledge. There are no examples for suggested curriculum specifics.
Grade 3 (W.3.7) Conduct ~~short~~ research ~~projects~~ that build knowledge ~~about a topic.~~	**3W6:** Conduct research to answer questions, including self-generated questions, and to build knowledge.	• NGLS requires students to answer and generate questions as well as participate in research. • NGLS continues to define research more broadly at this level; the requirement for 'short research

CCLS Grade Level Standard For Anchor Standard 7 (comparable to NGLS Standard 6)	Next Generation Learning Standard(NGLS) for Anchor Standard 6	Key Difference (s)
		projects' is dropped.
Grade 4 (W.4.7) Conduct ~~short~~ research ~~projects~~ that build knowledge through investigation of ~~different~~ aspects of a topic.	**4W6:** Conduct research to answer questions, including self-generated question, and to build knowledge through investigating multiple aspects of a topic.	• NGLS requires students to answer and generate questions as well as participate in research. • NGLS continues to define research more broadly at this level; the requirement for 'short research projects' is dropped. • With the exception of the points above, the essential meaning of the standard is the same.
Grade 5 (W.5.7) Conduct ~~short~~ research ~~projects~~ that use ~~several~~ sources to build knowledge through investigation of ~~different~~ aspects of a topic.	**5W6:** Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.	• NGLS requires students to answer and generate questions as well as participate in research. • NGLS continues to define research more broadly at this level; the requirement for 'short research projects' is dropped. • With the exception of the points above and some change in verbiage, the essential meaning of the standard is the same.
Grade 6 (W.6.7) Conduct ~~short~~ research ~~projects~~ to answer ~~a~~ question, drawing on ~~several~~ sources and refocusing the inquiry when appropriate.	**6W6:** Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.	• NGLS requires students to answer and generate questions as well as participate in research. • NGLS continues to define research more broadly at this level; the requirement for 'short research projects' is dropped. • With the exception of the points above and some change in verbiage, the essential meaning of the standard is the same.
Grade 7 (W.7.7) Conduct ~~short~~ research ~~projects~~ to answer ~~a~~ question, drawing on ~~several~~ sources and generating additional related ~~and focused~~ questions for further research and investigation.	**7W6:** Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.	• NGLS continues to define research more broadly at this level; the requirement for 'short research projects' is dropped. • NGLS continues the requirement to 'refocus the inquiry when appropriate' ate this level. • With the exception of the points above and some change in verbiage, the essential meaning of the standard

CCLS Grade Level Standard For Anchor Standard 7 (comparable to NGLS Standard 6)	Next Generation Learning Standard(NGLS) for Anchor Standard 6	Key Difference (s)
		is the same.
Grade 8 (W.8.7) Conduct ~~short~~ research ~~projects~~ to answer ~~a~~ question (including a self-generated question), drawing on ~~several~~ sources and generating additional related ~~and focused~~ questions that allow for multiple avenues of exploration.	**8W6:** Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.	• NGLS continues to define research more broadly at this level; the requirement for 'short research projects' is dropped. • NGLS continues the requirement to 'refocus the inquiry when appropriate' ate this level. • With the exception of the points above and some change in verbiage, the essential meaning of the standard is the same.
Grade 9-10 (W.9-10.7) Conduct ~~short as well as more sustained research projects~~ to answer a question (including ~~a~~ self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources ~~on the subject,~~ demonstrating understanding of the subject under investigation. ~~a. Explore topics dealing with different cultures and world viewpoints.~~	**9-10W6:** Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	• NGLS continues to define research more broadly at this level; the requirement for 'short research projects' is dropped. • For NGLS, the requirement for consideration of different cultures and world viewpoints is dropped. • With the exception of the points above and some change in verbiage, the essential meaning of the standard is the same.
Grade 11-12 (W11-12.7) Conduct ~~short as well as more sustained~~ research ~~projects to answer a question (including a~~ self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources ~~on the subject,~~ demonstrating understanding of the subject under investigation. a. ~~Explore topics dealing with different cultures and world viewpoints.~~	**11-12W6:** Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.	• NGLS continues to define research more broadly at this level; the requirement for 'short research projects' is dropped. • For NGLS, the requirement for consideration of different cultures and world viewpoints is dropped. With the exception of the points above and some change in verbiage, the essential meaning of the standard is the same.

Comparison CCLS to Next Generation: Writing Standard 7

CCLS Writing Anchor Standard	NGLS Writing Anchor Standard 7
CCLS ANCHOR STANDARD 7: ~~*Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*~~ ***CCLS ANCHOR STANDARD 8:*** *Gather relevant information from multiple* ~~*print and digital*~~ *sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.*	***NGLS ANCHOR STANDARD 7:*** *Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.*

FOR THIS STANDARD, THE CCLS and NGLS ANCHOR STANDARDS AND GRADE LEVEL LEARNING STANDARDS ARE COMPLETELY DIFFERENT.

CCLS Anchor Standard 8 is comparable to the NGLS Anchor Standard 7, so CCLS Standard 8 grade level standards are compared here.

CCLS Grade Level Standard For Anchor Standard 8 (Comparable to NGLS Standard 7)	Next Generation Learning Standard(NGLS) for Anchor Standard 7	Key Difference (s)
Kindergarten (W.K.8) ~~With guidance and support from adults,~~ recall information from experiences or gather information from provided sources to answer a question.	**KW7:** Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	• NGLS requires students to represent as well as recall information and gives examples of a variety of ways to do so. • NGLS removes 'with guidance and support' from the standard. • With the exception of the above points, the standards are essentially the same.
Grade 1 (W.1.8) ~~With guidance and support from adults,~~ recall information from experiences or gather information from provided sources to answer a question.	**1W7**: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	• NGLS requires students to represent as well as recall information and suggests that this can be done 'in a variety of ways.' • NGLS removes 'with guidance and support' from the standard. • With the exception of the above points, the standards are essentially the same.
Grade 2 (W.2.8) Recall information from experiences or gather information from provided sources to answer a question.	**2W7**: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.	• NGLS requires students to represent as well as recall information. • With the exception of the above point, the standards are essentially the same.
Grade 3 (W.3.8) Recall information from experiences or gather information from ~~print and digital sources;~~ take brief notes on sources and sort evidence into provided categories.	**3W7**: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • With the exception of the above point, the standards are essentially the same.

CCLS Grade Level Standard For Anchor Standard 8 (Comparable to NGLS Standard 7)	Next Generation Learning Standard(NGLS) for Anchor Standard 7	Key Difference (s)
	provided categories.	
Grade 4 (W.4.8) Recall relevant information from experiences or gather relevant information from ~~print and digital~~ sources; take notes and categorize information and provide a list of sources.	**4W7:** Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • With the exception of the above point, the standards are essentially the same.
Grade 5 (W.5.8) Recall relevant information from experiences or gather relevant information from ~~print and digital~~ sources; summarize or paraphrase information ~~in notes and finished work~~ and provide a list of sources.	**5W7**: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • NGLS requires avoidance of plagiarism at this level while CCLS does not introduce this requirement until Grade 6. • With the exception of the above points, the standards are essentially the same.
Grade 6 (W.6.8) Gather relevant information from multiple ~~print and digital~~ sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**6W7:** Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • With the exception of the above point, the standards are essentially the same.
Grade 7 (W.7.8) Gather relevant information from multiple ~~print and digital~~ sources, ~~using search terms effectively~~; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**7W7:** Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • NGLS does not require that students demonstrate effective use of search terms at this level. • With the exception of the above points, the standards are essentially the same.

CCLS Grade Level Standard For Anchor Standard 8 (Comparable to NGLS Standard 7)	Next Generation Learning Standard(NGLS) for Anchor Standard 7	Key Difference (s)
Grade 8 (W.8.8) Gather relevant information from multiple ~~print and digital~~ sources, ~~using search terms effectively;~~ assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8W7:** Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • NGLS does not require that students demonstrate effective use of search terms at this level. • With the exception of the above points, the standards are essentially the same.
Grade 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.	**9-10W7**: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • With the exception of the above points, the standards are essentially the same.
Grade 11-12 (W11-12.8) 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 on the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	**11-12W7:** Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.	• NGLS broadens the requirement for sources from 'print and digital' to 'multiple.' • With the exception of the above points, the standards are essentially the same.

Speaking and Listening Standards

Comparison CCLS to Next Generation: Comprehension and Collaboration
Speaking and Listening Standard 1

CCLS Speaking and Listening Anchor Standard 1	NGLS Speaking and Listening Anchor Standard 1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. Note: language is shifted but meaning is unchanged.

~~**Strike-out**~~ = words removed from CCLS for NGLS **Highlighted** = words added for NGLS

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (SL.K.1) Participate in collaborative conversations with diverse ~~partners about kindergarten topics and texts~~ with peers and adults in small and larger groups. **a.** Follow agreed-upon rules for discussions ~~(e.g.,~~ listening to others and taking turns ~~speaking about the topics and texts under discussion).~~ **b.** ~~Continue a conversation~~ through multiple exchanges. **c**. ~~Seek to understand and~~ communicate with individuals ~~from different cultural backgrounds.~~	**KSL1:** Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. **KSL1a**: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. **KSL1b**: Participate in conversations through multiple exchanges. **KSL1c**: Consider individual differences when communicating with others.	• NGLS broadens standard to address all conversations and eliminates the grade specific topics. • NGLS reflects the expansion of more learning through play in the early grades by adding the phrase "during play." For sub-points: • NGLS removes discussion of texts at this level. • CCLS required students to 'continue a conversation' while NGLS requires them to simply 'participate.' • NGLS adds 'staying on topic.' • CCLS focused on seeking understanding between cultures while NGLS broadens the standard to consider all individual differences.
Grade 1 (SL.1.1) Participate in collaborative conversations with diverse ~~partners about grade 1 topics and texts with~~ peers and adults in small and larger groups. **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).~~ **b**. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **c.** Ask questions to clear up any	**1SL1:** Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). **1SL1a:** Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. **1SL1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	• NGLS broadens standard to address all conversations and eliminates the grade specific topics. • NGLS reflects the expansion of more learning through play in the early grades by adding the phrase "during play." For sub-points: • NGLS broadens the standard using 'active listening' instead of listing particulars including 'taking turns' rather than speaking one at a time. • NGLS adds 'staying on topic.'

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
confusion about the topics and texts under discussion. **d.** ~~Seek to understand and~~ communicate with individuals ~~from different cultural backgrounds.~~	**1SL1c**: Ask questions to clear up any confusion about topics and texts under discussion. **1SL1d**: Consider individual differences when communicating with others.	• CCLS focused on seeking understanding between cultures while NGLS broadens the standard to consider all individual differences.
Grade 2 (SL.2.1) Participate in collaborative conversations with diverse ~~partners about grade 2 topics and texts with~~ peers and adults in small and larger groups. **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).~~ **b.** Build on others' talk in conversations by linking their comments to the remarks of others. **c.** Ask for clarification and further explanation as needed about the topics and texts under discussion. **d.** ~~Seek to understand and~~ communicate with individuals ~~from different cultural backgrounds.~~	**2SL1:** Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. **2SL1a:** Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. **2SL1b:** Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. **2SL1c**: Ask for clarification and further explanation as needed about topics and texts under discussion. **2SL2d**: Consider individual differences when communicating with others.	• NGLS broadens standard to address all conversations and eliminates the grade specific topics. • NGLS reflects the expansion of more learning through play in the early grades by adding the phrase "during play." For sub-points: • NGLS broadens the standard using 'active listening' instead of listing particulars as examples. • NGLS adds 'staying on topic.' • CCLS focused on seeking understanding between cultures while NGLS broadens the standard to consider all individual differences.
Grade 3 (SL.3.1) Engage effectively in a range of collaborative discussions ~~(one-on-one, in groups, and teacher-led)~~ with diverse ~~partners on grade 3 topics and texts,~~ building on others' ideas and expressing their own clearly. **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. **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~~	**3SL1:** Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. **3LS1a:** Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. **3SL1b**: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. **3SL1c**: Ask questions to check understanding of information presented and link comments to the	• NGLS adds 'participate'. • NGLS broadens standard in dropping the specifics for conversation groupings and eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word. • NGLS broadens the standard using 'active listening' instead of listing particulars as examples. • NGLS moves 'staying on topic.' • CCLS focused on seeking understanding between cultures

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~under discussion).~~ **c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **d.** Explain their own ideas and understanding ~~in light~~ of the discussion. **e**. ~~Seek to understand and~~ communicate with individuals ~~from different cultural backgrounds.~~	remarks of others. **3SL1d:** Explains their own ideas and understanding of the discussion. **3SL1e**: Consider individual differences when communicating with others.	while NGLS broadens the standard to consider all individual differences.
Grade 4 (SL.4.1) Engage effectively in a range of collaborative discussions (~~one-on-one, in groups, and teacher-led)~~ with diverse partners on ~~grade 4 topics and texts~~, building on others' ideas and expressing their own clearly. **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. **b.** Follow agreed-upon ~~rules~~ for discussions and carry out assigned roles. **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. **d.** Review the ~~key~~ ideas expressed and explain their own ideas and understanding ~~in light~~ of the discussion. **e.** ~~Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.~~	**4SL1** Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. **4SL1a:** Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. **4SL1b:** Follow agreed-upon norms for discussions and carry out assigned roles. **4SL1c**: 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. **4SL1d**: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.	• NGLS broadens standard in dropping the specifics for conversation groupings and eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word. • NGLS broadens the standard using 'active listening' instead of listing particulars as examples. • NGLS moves 'staying on topic.' • NGLS requires students to review 'relevant ideas,' while CCLS focused on 'key ideas,' broadening the task. • CCLS sub-point **e**, considering individual differences in communicating, is dropped at this level.
Grade 5 (SL.5.1) Engage effectively in a range of collaborative discussions ~~(one-on-one, in groups, and teacher-led)~~ with diverse partners ~~on grade 5~~	**5SL1** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	• NGLS adds the skill of speaking 'persuasively.' • NGLS broadens standard in dropping the specifics for conversation groupings and

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
~~topics and texts,~~ building on others' ideas and expressing their own clearly. **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. **b.** Follow agreed-upon ~~rules~~ for discussions and carry out assigned roles. **c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **d.** ~~Review the key~~ ideas expressed and draw conclusions ~~in light of~~ information and knowledge gained from the discussions. **e.** ~~Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.~~ ~~**f.** Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.~~	**5SL1a**: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. **5SL1b**: Follow agreed-upon norms for discussions and carry out assigned roles. **5SL1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **5SL1d**: Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions.	eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word. • CCLS requires students to 'review key ideas' while NGLS requires students to 'consider ideas.' • CCLS sub-point **e**, considering individual differences in communicating, is dropped at this level. • CCLS sub-point **f,** using experience, knowledge and culture to think analytically, etc. is dropped from NGLS at this level.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 6 (SL.6.1) Engage effectively in a range of collaborative discussions (~~one-on-one, in groups, and teacher-led)~~ with diverse partners ~~on grade 6 topics, texts, and issues,~~ building on others' ideas and expressing ~~their own~~ clearly. **a.** Come to discussions prepared, having read or studied required material; ~~explicitly~~ draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. **b.** Follow ~~rules~~ for collegial discussions, set specific goals and deadlines and define individual roles as needed. **c.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. **d.** ~~Review the key~~ ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **e.** ~~Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.~~	**6SL1**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. **6SL1a:** Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **6SL1b**: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **6SL1c**: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **6SL1d**: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	• NGLS adds the skill of speaking 'persuasively.' • NGLS broadens standard in dropping the specifics for conversation groupings and eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word. • CCLS requires students to 'review key ideas' while NGLS requires students to 'consider ideas.' • CCLS sub-point **e**, considering individual differences in communicating, is dropped at this level.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 7 (SL.7.1) Engage effectively in a range of collaborative discussions ~~(one-on-one, in groups, and teacher-led)~~ with diverse partners on ~~grade 7 topics, texts, and issues~~, building on others' ideas and expressing their own clearly. **a.** Come to discussions prepared, having read or researched material under study; ~~explicitly~~ draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. **b.** Follow ~~rules~~ for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed. **c.** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **d.** Acknowledge new information expressed by others and, when warranted, modify their own views. **e.** ~~Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.~~	**7SL1** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. **7LS1a**: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **7SL1b:** Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **7SL1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **7SL1d**: Acknowledge new information expressed by others and, when warranted, modify personal views.	• NGLS adds the skill of speaking 'persuasively.' • NGLS broadens standard in dropping the specifics for conversation groupings and eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word. • CCLS sub-point **e**, considering individual differences in communicating, is dropped at this level.
Grade 8 (SL.8.1) Engage effectively in a range of collaborative discussions ~~(one-on-one, in groups, and teacher-led)~~ with diverse partners ~~on grade 8 topics, texts, and issues,~~ building on others' ideas and expressing their own clearly. **a.** Come to discussions prepared, having read or researched material under study; ~~explicitly~~ draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under	**8SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. **8LS1a:** Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	• NGLS adds the skill of speaking 'persuasively.' • NGLS broadens standard in dropping the specifics for conversation groupings and eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
discussion. **b.** Follow ~~rules~~ for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed. **c.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. **d.** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **e.** ~~Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.~~	**8SL1b**: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **8SL1c:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **8SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.	• CCLS sub-point **e**, considering individual differences in communicating, is dropped at this level.
Grade 9-10 (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 ~~grades 9–10~~ topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **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. **b.** Work with peers to set ~~rules~~ for collegial discussions and decision-making ~~(e.g., informal consensus, taking votes on key issues, presentation of alternate views),~~ clear goals and deadlines and individual roles as needed. **c.** ~~Propel conversations by~~ posing and responding to questions that	**9-10SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. **9-10SL1a**: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. **9-10SL1b**: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed. **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	• NGLS requires 'complexity' in the material to be discussed. • NGLS broadens standard in dropping the specifics for conversation groupings and eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word. • NGLS broadens the standard in no longer specifying sources of evidence. • NGLS broadens the standard in dropping the examples for decision making (sub-point **b**). • Though some verbiage changes in sub-points **c and d,** meaning remains the same. • CCLS sub-point **e**, considering individual differences in

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
relate the ~~current~~ discussion to broader themes or larger ideas; actively incorporate others on the discussion and clarify, verify or challenge ideas and conclusions. **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. ~~**e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.~~	**9-10SL1d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.	communicating, is dropped at this level.
Grade 11-12 (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 ~~grades 11 and 12~~ topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **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. **b.** Work with peers to ~~promote civil, democratic discussions~~ and decision-making, ~~set~~ clear goals and deadlines and establish individual roles as needed. **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	**11-12SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. **11-12LS1a**: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. **11-12SL1b:** Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed. **11-12SL1c:** Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	• NGLS requires 'complexity' in the material to be discussed. • NGLS broadens standard in dropping the specifics for conversation groupings and eliminating the grade specific topics. • Other than the above points and word order, the standard is unchanged. For sub-points: • CCLS required students to 'explicitly' draw on preparation; NGLS drops that word. • NGLS broadens the standard in no longer specifying sources of evidence. • NGLS keeps the standard from previous grades for 'collegial discussions,' rather than the CCLS 'civil, democratic' discussions. • Though some verbiage changes in sub-point **c** meaning remains the same. • CCLS sub-point **e**, considering individual differences in communicating, is dropped at this level.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
and creative perspectives. **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. **e.** ~~Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.~~	**11-12SL1d:** 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.	

Comparison CCLS to Next Generation: Speaking and Listening
Comprehension and Collaboration
Standard 2

CCLS Anchor Standard 2 ***Comprehension and Collaboration***	***Next Generation Anchor Standard 2*** **Comprehension and Collaboration**
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (SL.K.2) ~~Confirm understanding of a text read aloud or information presented orally or through other media by asking~~ and answering questions about key details ~~and requesting clarification if something is not understood.~~	**KSL2** Develop and answer questions about key details in diverse texts and formats.	• NGLS drops the CCLS requirements for both confirming understanding of text and requesting clarification if it is not understood. • NGLS requires students to develop and answer questions rather than 'asking and answering.' • NGLS simplifies and broadens types of media.
Grade 1 (SL.1.2) ~~Ask and~~ answer questions about key details in a text ~~read aloud or information presented orally or through other media.~~	**1SL2** Develop and answer questions about key details in diverse texts and formats.	• NGLS requires students to develop and answer questions rather than 'asking and answering.' • NGLS simplifies and broadens types of media.
Grade 2 (SL.2.2) Recount or describe key ideas or details ~~from a text read aloud or information presented orally or through other media.~~	**2SL2** Recount or describe key ideas or details of diverse texts and formats.	• NGLS simplifies and broadens types of media.
Grade 3 (SL.3.2) Determine the ~~main~~ ideas and supporting details ~~of a text read aloud~~ or information presented in diverse ~~media~~ and formats, including visually, quantitatively, and orally.	**3SL2** Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).	• With the exception of some change in verbiage ('central' instead of 'main' and 'texts and formats' instead of 'media and formats'), the essential meaning of the standard is the same.
Grade 4 (SL.4.2) Paraphrase portions of ~~a text read aloud~~ or information presented in diverse ~~media and~~ formats, including visually, quantitatively, and	**4SL2** Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).	• With the exception of some change in verbiage ('texts and formats' instead of 'media and formats'), the essential meaning of the standard is the same.

Comparison CCLS to Next Generation: Speaking and Listening Comprehension and Collaboration Standard 2

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
orally.		
Grade 5 (SL.5.2) Summarize ~~a written text read aloud or~~ information presented in diverse ~~media and~~ formats, including visually, quantitatively, and orally.	**5SL2** Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).	• With the exception of some change in verbiage ('texts and formats' instead of 'media and formats'), the essential meaning of the standard is the same.
Grade 6 (SL.6.2) Interpret information presented in diverse ~~media and~~ formats (e.g., visually, quantitatively, orally) and explain how it ~~contributes~~ to a topic, text, or issue under study. ~~**a.** Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.~~	**6SL2** Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.	• With the exception of some change in verbiage ('texts and formats' instead of 'media and formats'), the essential meaning of the standard is the same. • All requirements for **SPL.6.2a** were omitted.
Grade 7 (SL.7.2) Analyze the ~~main~~ ideas and supporting details presented in diverse ~~media and~~ formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. ~~**a.** Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively~~.	**7LS2**: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.	• With the exception of some change in verbiage ('texts and formats' instead of 'media and formats'), the essential meaning of the standard is the same. • All requirements for **SPL.7.2a** were omitted.
Grade 8 (SL.8.2) Analyze the purpose of information presented in diverse ~~media and~~ formats (e.g., visually, quantitatively, orally) and evaluate the	**8SL2** Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and	• With the exception of one change in verbiage (the tem 'media is eliminated) the essential meaning of the standard is the same. • All requirements for **SPL.8.2a** were omitted.

Comparison CCLS to Next Generation: Speaking and Listening
Comprehension and Collaboration
Standard 2

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
motives (e.g., social, commercial, political) behind its presentation. ~~**a.** Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.~~	evaluate the motives (e.g., social, commercial, political) behind its presentation.	
Grade 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.	**9-10SL2** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.	• NGLS requires 'relevance' as well as CCLS 'credibility and accuracy' of sources. • With the exception of one change in verbiage (the term 'media' is eliminated) the essential meaning of the standard is the same.
Grade 11-12 (SL.11-12.2) Integrate multiple sources of information presented in diverse formats ~~and media~~ (e.g., visually, quantitatively, orally) ~~in order~~ to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	**11-12 SL2** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.	• With the exception of one change in verbiage (the term 'media' is eliminated), and word order, the meaning of the standard is the same.

Comparison CCLS to Next Generation: Comprehension and Collaboration
Speaking and Listening Standard 3

CCLS Speaking and Listening Anchor Standard 3	*NGLS speaking and Listening Anchor Standard 3*
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

~~Strike-out~~ = words removed from CCLS for NGLS **Highlighted** = words added for NGLS

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (SL.K.3) ~~Ask~~ and answer questions ~~in order to seek help, get information~~, or clarify ~~something that is not understood~~.	**KSL3** Develop and answer questions to clarify what the speaker says.	• NGLS requires that students 'develop' rather than 'ask' questions. • NGLS simplifies and condenses the standard. • CCLS focus on 'needing help' and what is 'not understood,' while NGLS focuses on clarifying what a speaker says.
Grade 1 (SL.1.3) ~~Ask~~ and answer questions ~~about~~ what a speaker says ~~in order to gather additional information~~ or clarify ~~something that is not understood.~~	**1SL3** Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.	• NGLS requires that students 'develop' rather than 'ask' questions. • NGLS eliminates 'in order to gather additional information.' • NGLS has the additional requirement of identifying the speaker's point of view.
Grade 2 (SL.2.3) ~~Ask~~ and answer questions about what a speaker says ~~in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.~~	**2SL3** Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).	• NGLS requires that students 'develop' rather than 'ask' questions. • NGLS requires student to form an opinion about the speaker's point of view and give reasons, while CCLS continued to focus on comprehension and understanding at this level.
Grade 3 (SL.3.2) Ask and answer questions ~~about information from a speaker,~~ offering appropriate elaboration and detail.	**3SL3** Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.	• NGLS requires the higher order skill of evaluating a speaker's point of view, rather than CCLS' 'gathering information.'
Grade 4 (SL.4.2) Identify the reasons and evidence a speaker provides to support particular points.	**4SL3** Identify and evaluate the reasons and evidence a speaker provides to support particular points.	• NGLS requires the higher order skill of evaluating a speaker's point of view, rather than CCLS' 'gathering information.'
Grade 5 (SL.5.3) ~~Summarize~~ the points a speaker ~~makes~~ and ~~explain~~ how each ~~claim~~ is supported by reasons and evidence.	**5SL3** Identify and evaluate the reasons and evidence a speaker provides to support particular points.	• NGLS moves to higher order skills; 'identify and evaluate' rather than CCLS summarize and explain.' • CCLS uses 'points' and 'claim' synonymously; NGLS eliminates the word 'claims' at this level and uses 'particular

Comparison CCLS to Next Generation: Comprehension and Collaboration
Speaking and Listening Standard 3

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
		points' instead. • Word order is shifted for NGLS.
Grade 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.	**6SL3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	• The standards are identical at this level.
Grade 7 (SL.7.3) Delineate a speaker's argument and specific claims, evaluating the ~~soundness of the reasoning~~ and the relevance and sufficiency of the evidence.	**7SL3** Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.	• Except for slight modification in verbiage, the standards are identical at this level.
Grade 8 (SL.8.3) Delineate a speaker's argument and specific claims, evaluating the ~~soundness of the reasoning~~ and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**8SL3** Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	• Except for slight modification in verbiage, the standards are identical at this level.
Grade 9-10 (SL.9-10.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identify~~ing~~ any fallacious reasoning or exaggerated or distorted evidence.	**9-10SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.	• Except for slight modification in verbiage, the standards are identical at this level.
Grade 11-12 (SL.11-12.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assess~~ing~~ the ~~stance,~~ premises, ~~links~~ among ideas, ~~word choice, points of emphasis~~, and tone used.	**11-12SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.	• NGLS eliminates the student requirement to examine a speaker's stance, word choice and points of emphasis. • NGLS adds attention to the speaker's 'diction.' • There are some minor changes in verbiage that do not affect the meaning ('links' vs. 'connections').

Comparison CCLS to Next Generation: Presentation of Knowledge and Ideas
Speaking and Listening Standard 4

CCLS Anchor Standard 4 ***Presentation of Knowledge and Ideas***	***Next Generation Anchor Standard 4*** ***Presentation of Knowledge and Ideas***
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

~~**Strike out**~~ = words removed from CCLS for NGLS **Highlighted** = words added for NGLS

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (SL.K.4) Describe familiar people, places, things, and events. ~~and, with prompting and support, provide additional detail.~~	**KSL4** Describe familiar people, places, things, and events.	• NGLS eliminates the skill of providing additional detail (with or without prompting and support).
Grade 1 (SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas ~~and feelings~~ clearly.	**1SL4** Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	• NGLS adds 'familiar' to the standard. • NGLS requires students to focus on ideas rather than feelings and ideas.
Grade 2 (SL.2.4) ~~Tell a story or recount an experience with appropriate facts and~~ relevant, ~~descriptive~~ details, ~~speaking audibly in coherent sentences~~.	**2SL4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• NGLS carries forward the standard from grade 1 (describing), while CCLS begins the skills of telling a story or recounting an event at this level.
Grade 3 (SL.3.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, ~~speaking audibly in coherent sentences~~.	**3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	• NGLS adds report on a topic or text' to the CCLS requirements. • NGLS focuses on clear and well-paced speaking, while CCLS required speaking 'audibly and in coherent sentences.'
Grade 4 (SL.4.4) Report on a topic or text, tell a story, or recount an experience ~~in an organized manner, using~~ appropriate facts and relevant, descriptive details ~~to support main ideas or themes;~~ speak clearly at an understandable pace.	**4SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.	• NGLS eliminates the CCLS requirements for reporting 'in an organized manner' and 'supporting main ideas or themes.' • NGLS adds additional focus on volume of speaking 'appropriate for audience.'

Comparison CCLS to Next Generation: Presentation of Knowledge and Ideas Speaking and Listening Standard 4

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 5 (SL.5.4) Report on a topic or text ~~or present an opinion,~~ sequencing ideas logically and using appropriate facts and relevant, descriptive details to support ~~main~~ ideas or themes; speak clearly at an understandable pace.	**5SL4** Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.	• NGLS eliminates the option of presenting an opinion. • There is slight verbiage change ('CCLS 'main ideas' vs. NGLS 'central ideas'). • NGLS adds additional focus on volume of speaking 'appropriate for audience.'
Grade 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.~~	**6SL4** Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.	• There is slight verbiage change ('CCLS 'main ideas' vs. NGLS 'central ideas'). • CCLS focused on clear pronunciation (articulating words) while NGLS focuses on enunciation (speaking clearly and distinctly).
Grade 7 (SL.7.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with ~~pertinent~~ descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear ~~pronunciation.~~	**7SL4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.	• There is slight verbiage change ('CCLS 'pertinent' vs. NGLS 'relevant'). • CCLS focused on clear pronunciation (articulating words) while NGLS focuses on enunciation (speaking clearly and distinctly).
Grade 8 (SL.8.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, ~~sound~~ valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear ~~pronunciation.~~	**8SL4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.	• CCLS focused on clear pronunciation (articulating words) while NGLS focuses on enunciation (speaking clearly and distinctly).
Grade 9-10 (SL.9-10.4) Present ~~information~~, findings, and supporting evidence clearly, concisely, and	**9-10SL4** Present claims, findings, and supporting evidence clearly, concisely, and logically;	• NGLS shifts from 'present information' to 'present claims', requiring students to formulate opinions.

Comparison CCLS to Next Generation: Presentation of Knowledge and Ideas Speaking and Listening Standard 4

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
logically ~~such that listeners can follow the line of reasoning and~~ the organization, development, substance, and style are appropriate to purpose, audience, and task.	organization, development, substance, and style are appropriate to task, purpose, and audience.	• NGLS eliminates CCLS redundant 'such that listeners can follow the line of reasoning.'
Grade 11-12 (SL.11-12.4) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, ~~such that listeners can follow the line of reasoning~~, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, ~~and a range of formal and informal~~ tasks.	**11-12SL4** Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.	• NGLS shifts from 'present information' to 'present claims', requiring students to formulate opinions. • NGLS eliminates CCLS redundant 'such that listeners can follow the line of reasoning'. • NGLS eliminate range of tasks (formal and informal).

Comparison CCLS to Next Generation: Presentation of Knowledge and Ideas
Speaking and Listening Standard 5

CCLS Standard ***Anchor Standard 5***	***Next Generation Standard*** ***Anchor Standard 5***
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

~~**Strike-out**~~ **= words removed from CCLS for NGLS** **Highlighted = words added for NGLS**

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Kindergarten (SL.K.5) ~~Add drawings or other~~ visual displays to descriptions ~~as desired to provide additional detail.~~	**KSL5** Create and/or utilize existing visual displays to support descriptions.	• NGLS requires students to create/utilize visual displays to support descriptions while CCLS required them to provide additional detail.
Grade 1 (SL.1.5) ~~Add drawings or other~~ visual displays to descriptions ~~when appropriate~~ to clarify ideas, thoughts, and feelings.	**1SL5** Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.	• NGLS requires visuals to support descriptions as well as to clarify ideas, thoughts and feelings.
Grade 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.	**2SL5** Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.	• For NGLS, CCLS' 'audio recordings' is broadened to 'digital media.' • For NGLS, digital media/visuals are to be included rather than created. • NGLS requires visuals to support descriptions as well as to clarify ideas, thoughts and feelings.
Grade 3 (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.	**3SL5** Include digital media and/or visual displays in presentations to emphasize certain facts or details.	• For NGLS, CCLS' 'audio recordings' is broadened to 'digital media.' • For NGLS, digital media/visuals are to be included rather than created. • NGLS does not require students to record themselves to demonstrate fluidity and pacing of speaking at this level.
Grade 4 (SL.4.5) ~~Add audio recordings~~ and visual displays to presentations ~~when appropriate~~ to ~~enhance the development of main~~ ideas or themes.	**4SL5** Include digital media and/or visual displays in presentations to emphasize central ideas or themes.	• For NGLS, digital media/visuals are to be included rather than created. • For NGLS, CCLS' 'audio recordings' is broadened to 'digital media.' • CCLS required students to use media to enhance development of main ideas, while NGLS requires using media to emphasize central ideas.

Comparison CCLS to Next Generation: Presentation of Knowledge and Ideas Speaking and Listening Standard 5

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
Grade 5 (SL.5.5) Include ~~multimedia components (e.g., graphics, sound)~~ and visual displays in ~~presentations when appropriate to~~ enhance ~~the development of main~~ ideas or themes.	**5SL5** Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.	• CCLS 'multimedia' is replaced with 'digital media' for NGLS. • CCLS required students to use media to just enhance development of 'main ideas,' while NGLS requires using media to both 'emphasize and enhance central ideas.'
Grade 6 (SL.6.5) Include ~~multimedia components (e.g., graphics, images, music, sound)~~ and visual displays in presentations to clarify information.	**6SL5** Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.	• CCLS 'multimedia' is replaced with 'digital media' for NGLS. • NGLS continues focus on students using media to 'emphasize and enhance ideas or themes' at this level.
Grade 7 (SL.7.5) Include ~~multimedia components~~ and visual displays in presentations to clarify claims and findings and emphasize salient points.	**7SL5** Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.	• CCLS 'multimedia' is replaced with 'digital media' for NGLS.
Grade 8 (SL.8.5) Integrate ~~multimedia~~ and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**8SL5** Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.	• CCLS 'multimedia' is replaced with 'digital media' for NGLS. • NGLS broadens the standard in requiring students to add 'elements of interest to engage the audience.'
Grade 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.	**9-10SL5** Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	• NGLS eliminates examples of digital media. • NGLS broadens the standard in requiring students to add 'elements of interest to engage the audience.'
Grade 11-12 (SL.11-12.5) Make strategic use of digital ~~media (e.g., textual, graphical, audio, visual, and interactive elements~~) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**11-12SPL5** Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	• NGLS broadens the standard in requiring students to add 'elements of interest to engage the audience.'

Comparison CCLS to Next Generation: Presentation of Knowledge and Ideas
Speaking and Listening Standard 6

CCLS Anchor Standard 6 ***Presentation of Knowledge and Ideas***	***Next Generation Anchor Standard 6*** ***Presentation of Knowledge and Ideas***
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of ~~formal~~ English when indicated or appropriate.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

~~Strike-out~~ = words removed from CCLS for NGLS **Highlighted = words added for NGLS**

CCLS Grade Level Standard	**Next Generation Learning Standard (NGLS)**	**Key Difference(s)**
Kindergarten (SL.K.6) ~~Speak audibly and~~ express thoughts, feelings, and ideas ~~clearly.~~	**KSL6** Express thoughts, feelings, and ideas.	• NGLS eliminates the requirement for speaking audibly and clearly at this level.
Grade 1 (SL.1.6) ~~Produce~~ complete sentences when appropriate to task and situation.	**1SL6** Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	• NGLS continues the broad focus on expressing thoughts, feelings and ideas. • NGLS includes the skill of speaking in complete sentences. • NGLS adds 'audience.'
Grade 2 (SL.2.6) ~~Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.~~	**2SL6** Express thoughts, feelings, and ideas clearly, adapting language according to context.	• NGLS continues the broad focus on expressing thoughts, feelings and ideas. • NGLS broadens the standard, requiring students to 'adapt language to context,' rather than 'producing sentences' and 'providing requested details.'
Grade 3 (SL.3.6) ~~Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.~~	**3SL6** Identify contexts that call for academic English or informal discourse.	• NGLS broadens the standard, requiring students to recognize the difference between academic and informal discourse. • NGLS requires students to identify context associated with academic or informal discourse.
Grade 4 (SL.4.6) ~~Differentiate~~ between contexts that call for formal English ~~(e.g., presenting ideas) and situations where~~ informal discourse is appropriate ~~(e.g., small-group discussion);~~ use formal English when appropriate to task and situation.	**4SL6** Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.	• There is a slight change in verbiage that does not affect meaning (CCLS 'differentiate between' vs. NGLS 'distinguish between'). • NGLS eliminates examples.
Grade 5 (SL.5.6) Adapt speech to a variety of contexts and tasks,	**5SL6** Adapt speech to a variety of contexts and tasks,	• NGLS eliminates redundant 'to task and situation' at the end of the standard.

Comparison CCLS to Next Generation: Presentation of Knowledge and Ideas Speaking and Listening Standard 6

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference(s)
using formal English when appropriate ~~to task and situation.~~	using formal English when appropriate.	
Grade 6 (SL.6.6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**6SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	• The standards are identical at this level.
Grade 7 (SL.7.6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**7SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	• The standards are identical at this level.
Grade 8 (SL.8.6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**8SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	• The standards are identical at this level.
Grade 9-10 (SL 9-10.6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**9-10SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	• The standards are identical at this level.
Grade 11-12 (SL.11-12.6) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**11-12SL6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• The standards are identical at this level.

Language Standards

Comparison CCLS to Next Generation: Knowledge of Language
Language Standard 3

CCLS Grade Level Standard 3	Next Generation Learning Standard (NGLS) 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.	*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.*

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Kindergarten (Begins in grade 2)	*Begins in grade 2*	
Grade 1 (Begins in grade 2)	Begins in grade 2	
Grade 2 (L.K.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. **a**. Compare academic and conversational uses of English.	**2L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **2L3a**: Compare academic and conversational uses of English.	• At this level, the standards are the same.
Grade 3 (L.3.3) ~~Use knowledge of language and its~~ conventions when writing, speaking, ~~reading, or listening.~~ a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written ~~standard~~ English.	**3L3:** Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. **3L3a**: Choose words and phrases for effect. **3L3b**: Recognize and observe differences between the conventions of spoken and written academic English.	• NGLS is more specific in requiring students to 'recognize differences in …conversational and academic English.' • NGLS requires students to 'select conversational or academic forms). • CCLS focused on all four modalities; NGLS focuses on the output modalities of speaking and writing at this level. • Sub-points are the same, with the exception of NGLS substituting 'academic' for 'standard' English.
Grade 4 (L.4.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. **a.** Choose words and phrases to convey ideas precisely. **b.** Choose punctuation for effect.* **c.** Differentiate between contexts that call for formal English (e.g., presenting	**4L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **4L3a**: Choose words and phrases to convey ideas precisely. **4L3b**: Choose punctuation for effect. **4L3c:** Distinguish between contexts that call for formal English (e.g.,	• At this level, the standards are the same.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
Grade 5 (L.5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. **a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**5L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **5L3a:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **5L3b:** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	• At this level, the standards are the same.
Grade 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.	**6L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **6L3a:** Vary sentence patterns for meaning, reader/listener interest, and style. **6L3b:** Maintain consistency in style and tone.	• At this level, the standards are the same.
Grade 7 (L.7.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. **a.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	**7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **7L3a:** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	• At this level, the standards are the same.
Grade 8 (L.8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. **a.** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**8L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **8L3a:** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	• At this level, the standards are the same.
Grade 9-10 (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	**9-10L3:** 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	• At this level, the standards are the same, with the exception of examples given for style manuals.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
or listening. **a.** Write and edit work so that it conforms to the guidelines in a style manual ~~(e.g., *MLA Handbook*, Turabian's *Manual for Writers*)~~ appropriate for the discipline and writing type.	when reading or listening. **9-10L3a:** Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	
Grade 11-12 (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. **a.** Vary syntax for effect, consulting references **(e.g., Tufte's *Artful Sentences*)** for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	**11-12L3:** 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. **11-12L3a:** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	• At this level, the standards are the same, with the exception of examples given for references.

Comparison CCLS to Next Generation: Vocabulary Acquisition and Use
Language Standard 4

CCLS Grade Level Standard 4	Next Generation Learning Standard (NGLS) 4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	*Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Kindergarten (L.K.4) Determine or clarify the meaning of ~~unknown~~ and multiple-meaning words and phrases ~~based on *kindergarten reading and content*~~. **a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). **b.** Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an ~~unknown~~ word.	**KL4:** Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following. **KL4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). **KL4b:** Use the most frequently occurring inflections and affixes (e.g., -ed, *-s, re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of a word.	• NGLS shifts the focus to vocabulary based on students' authentic experiences, moving away from CCLS focus based on reading and content. • NGLS refers to new words as 'new vocabulary' rather than 'unknown words.' • The sub-points are the same.
Grade 1 (L.1.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases ~~based on *grade 1 reading and content,*~~ choosing flexibly from an array of strategies. **a.** Use sentence-level context as a clue to the meaning of a word or phrase. **b.** Use frequently occurring affixes as a clue to the meaning of a word. **c.** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	**1L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. **1L4a:** Use sentence-level context as a clue to the meaning of a word or phrase. **1L4b:** Use frequently occurring affixes as a clue to the meaning of a word. **1L4c:** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences').
Grade 2 (L.2.4) Determine or clarify the meaning of unknown and multiple-meaning words and ~~phrases based on *grade 2 reading and content,*~~ choosing flexibly from an array of strategies. **a.** Use sentence-level context as a	**2L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. **2L4a**: Use sentence-level context as a	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences').

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
clue to the meaning of a word or phrase. **b.** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). **c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). **d.** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). **e.** Use glossaries and beginning dictionaries, ~~both print and digital,~~ to determine or clarify the meaning of words and phrases.	clue to the meaning of a word or phrase. **2L4b:** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). **2L4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). **2L4d:** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). **2L4e:** Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	Sub-points: • NGLS assumes that students will use material that is both print and digital. • Other than the minor point above, the sub-points are the same.
Grade 3 (L.3.4) Determine or clarify the meaning of unknown and multiple-meaning word and phrases ~~based on *grade 3 reading and content,*~~ choosing flexibly from a range of strategies. **a.** Use sentence-level context as a clue to the meaning of a word or phrase. **b.** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). **c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). **d.** Use glossaries or beginning dictionaries, ~~both print and digital~~, to determine or clarify the precise meaning of key words and phrases.	**3L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies, including, but not limited to the following. **3L4a:** Use sentence-level context as a clue to the meaning of a word or phrase. **3L4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/ uncomfortable*, *care/careless*, *heat/preheat*). **3L4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). **3L4d:** Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences'). Sub-points: • NGLS assumes that students will use material that is both print and digital. • Other than the minor point above, the sub-points are the same.
Grade 4 (L.4.4) Determine or clarify the meaning of unknown and multiple-meaning words and ~~phrases based on *grade 4 reading and content,*~~ choosing flexibly from a range of strategies.	**4L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences').

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses~~), both print and digital,~~ to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**4L4a:** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **4L4b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). **4L4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Sub-points: • NGLS assumes that students will use material that is both print and digital. • Other than the minor point above, the sub-points are the same.
Grade 5 (L.5.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases ~~based on *grade 5 reading and content,*~~ choosing flexibly from a range of strategies. **a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), ~~both print and digital,~~ to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**5L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **5L4a:** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **5L4b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). **5L4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences'). Sub-points: • NGLS assumes that students will use material that is both print and digital. • Other than the minor point above, the sub-points are the same.
Grade 6 Determine or clarify the meaning of unknown and multiple-meaning words and ~~phrases based on *grade 6 reading and content,*~~ 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., *audience*, *auditory*, *audible*).	**6L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **6L4a:** 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. **6L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory,*	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences'). Sub-points: • NGLS assumes that students will use material that is both print and digital. • Other than the minor point above, the sub-points are the same.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), ~~both print and digital,~~ to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **d.** 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).	*audible*). **L4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **6L4d**: 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).	
Grade 7 (L.7.4) Determine or clarify the meaning of unknown and multiple-meaning words and ~~phrases based on *grade 7 reading and content,*~~ 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., *belligerent*, *bellicose*, *rebel*). **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).	**7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **7L4a:** 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. **7L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). **7L4c:** 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. **7L4d:** 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).	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences'). Sub-points: • NGLS assumes that students will use material that is both print and digital. • Other than the minor point above, the sub-points are the same.
Grade 8 (L.8.4) Determine or clarify the meaning of unknown and multiple-meaning words or phrases ~~based on *grade 8 reading and content,*~~ 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.	8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **8L4a:** 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.	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences'). Sub-points: • NGLS assumes that students will use material that is both print and digital.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). **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).	**8L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). **8L4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **8L4d:** 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).	• Other than the minor point above, the sub-points are the same.
Grade 9-10 (L.9-10.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases ~~based on *grades 9–10 reading and content*~~, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). **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, its part of speech, or its etymology. **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).	9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **9-10L4a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **9-10L4b:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). **9-10L4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **9-10L4d:** 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).	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences'). Sub-points: • NGLS assumes that students will use material that is both print and digital. • Other than the minor point above, the sub-points are the same.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Grade 11-12 (L.11-12.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases ~~based on *grades 11–12 reading and content*,~~ choosing flexibly from a range of strategies. **a**. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). **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, its part of speech, its etymology, or its standard usage. **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).	11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **11-12L4a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **11-12L4b:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). **11-12L4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **11-12L4d:** 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).	• NGLS broadens the standard, in not requiring that new vocabulary be based on grade level reading and content (assumption is that it includes previous year's 'authentic experiences'). Sub-points: • NGLS assumes that students will use material that is both print and digital. Other than the minor point above, the sub-points are the same.

Comparison CCLS to Next Generation: Vocabulary Acquisition and Use
Language Standard 5

CCLS Grade Level Standard 5	Next Generation Learning Standard (NGLS) 5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	*Demonstrate understanding of figurative language, word relationships and nuances in word meanings.*

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Kindergarten (L.K.5) ~~With guidance and support from adults,~~ explore word relationships ~~and nuances in~~ word meanings. **a**. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **b.** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **c.** ~~Identify real-life~~ connections between words and their use (e.g., ~~note~~ places at school that are *colorful*). **d.** ~~Distinguish shades of meaning~~ among verbs describing the same general action (e.g., *walk*, *march*, ~~*strut, prance*~~) by acting out the meanings.	**KL5:** Explore and discuss word relationships and word meanings. **KL5a:** Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. **KL5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **KL5c:** Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are *colorful*). **KL5d:** Explore variations among verbs that describe the same general action (e.g., *walk, march, gallop*) by acting out the meanings.	• NGLS removes 'with guidance and support from adults'. Sub-points: • NGLS requires students to discuss the as well as explore words and meanings. • NGLS broadens the standard in requiring students to not only identify connections between words and their use (CCLS) but to also use the words to describe their world. • For the last point, verbiage is changed but essential meaning remains the same (CCLS 'distinguish shades of meaning' vs. NGLS 'explore variations').
Grade 1 (L.1.5) ~~With guidance and support from adults~~, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. ~~Identify real-life~~ connections between words and their use (e.g., note places at home that are *cozy*). **d.** Distinguish shades of meaning	**1L5:** Demonstrate understanding of word relationships and nuances in word meanings. **1L5a:** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. **1L5b:** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). **1L5c:** Use words for identification and description, making connections between words and their use (e.g.,	• NGLS removes 'with guidance and support from adults'. Sub-points: • NGLS broadens the standard in requiring students to not only identify connections between words and their use (CCLS) but to also use the words to describe their world.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.	places at home that are *cozy*). **1L5d:** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	
Grade 2 (L.2.5) Demonstrate understanding of word relationships and nuances in word meanings. **a.** Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). **b.** Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny, scrawny*).	**2L5:** Demonstrate understanding of word relationships and nuances in word meanings. **2L5a:** Identify real-life connections between words and their use. **2L5b:** Use words for identification and description, making connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). **2L5c:** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	• The standard is the same at this level. Sub-points: • NGLS splits sub-point **a** into 2 separate sub-points in requiring students to use words for identification and description (sub-point **b**).
Grade 3 (L.3.5) Demonstrate understanding of word relationships and nuances in word meanings. **a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). **b.** ~~Identify real-life~~ connections between words and their use (e.g., describe people who are *friendly* or *helpful*). **c.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	**3L5:** Demonstrate understanding of word relationships and nuances in word meanings. **3L5a:** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **3L5b:** Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful). **3L5c:** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	• The standard is the same at this level. Sub-points: • NGLS broadens the standard in requiring students to not only identify connections between words and their use (CCLS) but to also use the words to describe their world.
Grade 4 (L.4.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. **b.** Recognize and explain the meaning of common idioms, adages, and	**4L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **4L5a:** Explain the meaning of simple similes and metaphors in context. **4L5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.	• The standard is the same at this level. Sub-points: • NGLS eliminates example in sub-point **a**. • NGLS eliminates the definitions for antonyms and synonyms (sub-point **c**).

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
proverbs. **c.** Demonstrate understanding of words by relating them to ~~their opposites~~ (antonyms) and to ~~words with similar but not identical meanings~~ (synonyms).	**4L5c:** Demonstrate understanding of words by relating them to their antonyms and synonyms.	
Grade 5 (L.5.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figurative language, including similes and metaphors, in context. **b.** Recognize and explain the meaning of common idioms, adages, and proverbs. **c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**5L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **5L5a:** Interpret figurative language, including similes and metaphors, in context. **5L5b**: Recognize and explain the meaning of common idioms, adages, and proverbs. **5L5c:** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	• The standard is the same at this level.
Grade 6 (L.6.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., personification) in context. **b.** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).	**6L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **6L5a:** Interpret figurative language, including personification, in context. **6L5b:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **6L5c:** Distinguish among the connotations of words with similar denotations (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	• The standard is the same at this level.
Grade 7 (L.7.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **b.** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**7L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **7L5a:** Interpret figurative language, including allusions, in context. **7L5b:** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	• The standard is the same at this level. Sub-points: • NGLS eliminates most examples of figures of speech. • NGLS eliminates definitions for the words associations and definitions.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
c. Distinguish among the connotations ~~(associations)~~ of words with similar denotations ~~(definitions)~~ (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).	**7L5c:** Distinguish among the connotations of words with similar denotations (e.g., *refined, respectful, polite, diplomatic, condescending*).	
Grade 8 (L.8.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g. ~~verbal~~ irony, puns) in context. **b.** Use the relationship between particular words to better understand each of the words. **c.** Distinguish among the connotations ~~(associations)~~ of words with similar denotations ~~(definitions)~~ (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).	**8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **8L5a:** Interpret figures of speech including irony and puns in context. **8L5b:** Use the relationship between particular words to better understand each of the words. **8L5c:** Distinguish among the connotations of words with similar denotations (e.g., *bullheaded, willful, firm, persistent, resolute*).	• The standard is the same at this level. Sub-points: • NGLS eliminates definitions for the words associations and definitions.
Grades 9-10 (L.9-10.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations.	**9-10L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **9-10L5a:** Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text. **9-10L5b:** Analyze nuances in the meaning of words with similar denotations.	
Grades 11-12 (L.11-12.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations.	**11-12L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **11-12L5a:** Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text. **11-12L5b:** Analyze nuances in the meaning of words with similar denotations.	

Comparison CCLS to Next Generation: Vocabulary Acquisition and Use
Language Standard 6

CCLS Grade Level Standard 6	Next Generation Learning Standard (NGLS) 6
Acquire and use accurately a range of general academic and ~~domain~~ specific words and phrases sufficient for reading, writing, speaking, and listening ~~at the college and career readiness level;~~ demonstrate independence in gathering vocabulary knowledge when ~~encountering an unknown term~~ important to comprehension or expression.	*Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
Kindergarten (L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**KL6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	• The standard is the same at this level.
Grade 1 (L.1.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	**1L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	• The standard is the same at this level.
Grade 2 (L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	**2L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	• The standard is the same at this level.
Grade 3 (L.3.6) Acquire and use accurately grade-appropriate conversational, general academic, and ~~domain~~ specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went ~~looking for them~~*).	**3L6:** Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).	• The standard is the same at this level, except for very minor verbiage changes.
Grade 4 (L.4.6) Acquire and use accurately grade-appropriate general academic and ~~domain~~ specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*,	**4L6:** Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and	• The standard is the same at this level, except for very minor verbiage changes.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	
Grade 5 (L.5.6) Acquire and use accurately ~~grade-appropriate~~ general academic and ~~domain-~~specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).	**5L6:** Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	• NGLS removes the requirement for 'grade appropriate' vocabulary.
Grade 6 (L.6.6) Acquire and use accurately ~~grade-appropriate~~ general academic and ~~domain-~~specific words and phrases; ~~gather~~ vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**6L6:** Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• NGLS removes the requirement for 'grade appropriate' vocabulary. • With the exception of the point above, the standard is the same at this level, except for very minor verbiage changes.
Grade 7 (L.7.6) Acquire and use ~~accurately grade-appropriate~~ general academic and ~~domain~~-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**7L6:** Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• NGLS removes the requirement for 'grade appropriate' vocabulary. • With the exception of the point above, the standard is the same at this level, except for very minor verbiage changes.
Grade 8 (L8.6) Acquire and use accurately ~~grade-appropriate~~ general academic and ~~domain~~-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8L6:** Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• NGLS removes the requirement for 'grade appropriate' vocabulary. • With the exception of the point above, the standard is the same at this level, except for very minor verbiage changes.
Grades 9-10 (L9-10.6) Acquire and use accurately general academic and ~~domain-~~specific words and phrases, sufficient for reading, writing, speaking, and listening ~~at the college and career readiness level;~~ demonstrate independence	**9-10L6:** Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying	• NGLS removes the requirement for communication at 'the college and career readiness level.' • Other requirements of the NGLS standard are the same as the requirements for CCLS.

CCLS Grade Level Standard	Next Generation Learning Standard (NGLS)	Key Difference (s)
in ~~gathering~~ vocabulary knowledge when considering a word or phrase important to comprehension or expression.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Grades 11-12 (L.11-12.6) Acquire and use accurately general academic and ~~domain~~ specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in ~~gathering~~ vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**11-12L6:** Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• With the exception of the point above, the standard is the same at this level, except for very minor verbiage changes.