

K–12 New Jersey Student Standards for English Arts



Learning Language (NJSLS-ELA)

Technical Revisions Crosswalk 2016 to 2023

Introduction

This document contains a crosswalk for comparison between the 2016 NJSLS-ELA to the 2023 NJSLS-ELA.

The crosswalk tables include:

1. the type(s) of revision;
2. a description of the changes;
3. 2023 NJSLS-ELA with changes in bold text; and
4. corresponding 2016 NJSLS-ELA.

This tool is designed to help reviewers quickly consider and compare the content of the two sets of standards.

Language Domain

Foundational Skills: Reading Language

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

Note: For all standards in this table, the “L” was added to the beginning of the standard code. For example, RF.K.1. was changed to L.RF.K.1. An “n/a” in column 2 indicates that the only change was the addition of the letter L.

Type	Description of Changes	2023 NJSL-ELA	2016 NJSL-ELA
Indicator	n/a	L.RF.K.1. 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.	RF.K.1. 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.
Indicator Text	Changed “including those listed under Kindergarten foundation skills” to “including those listed in RF.K.1.”	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1) ; recognize and understand the role of the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added: D. Orally repeat multi-syllable words and pronounce the separate syllables. Changed D to E. Changed E to add “spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).” 	<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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. Orally repeat multi-syllable words and pronounce the separate syllables. E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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.

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> 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). 	<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> 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).

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> • In C, changed “sight words” to “grade level irregular words.” • Added D. • D became E. 	<p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency words and grade level irregular words with automaticity.</p> <p>D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p> <p>E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added F and G.	<p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular. 	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Type	Description of Changes	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added F and G.	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular. 	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added E.	<p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. E. Analyze the parts of high-frequency words that are regular and the parts that are irregular. 	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.
Indicator	n/a	<p>L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Indicator Text	<ul style="list-style-type: none"> Changed “Read emergent text with one-to-one correspondence to develop fluency and comprehension skills” to “Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.” Removed A and B. 	L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. <ul style="list-style-type: none"> A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding.

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Indicator	n/a	<p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Indicator	n/a	<p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Type	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. B. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

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

New for 2023

The following standards were added and are new for 2023:

L.WF.K.1. Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write common grapheme (letter or letter group) for each phoneme.
- F. Orally segment all the phonemes in any single syllable, spoken word.

L.WF.1.1. Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

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

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

- i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
- ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

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

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).

- v. Contractions (we'll; I'm; they've; don't).
- vi. Homophones (bear, bare; past, passed).
- vii. Plurals and possessives (its, it's).

B. Regular two- and three-syllable words that:

- i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
- ii. Are compounds comprising familiar parts (houseboat; yellowtail).
- iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

C. Words with suffixes that require:

- i. consonant doubling (penning, slimmed).
- ii. dropping silent-e (smiled, paving).

D. Most often used words in English:

- i. Irregular words (against, many, enough, does).
- ii. Pattern-based words (which, kind, have).

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

- A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- B. Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher's; teachers').
- E. Change y to i (cried) in words with suffixes, when required.
- F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

G. Spell common words in English, including regular and irregular forms.

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

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

B. Write affixed words that involve a sound or spelling change in the base word.

C. Spell grade-appropriate words correctly, consulting references as needed.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.K.3. Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

E. Use manipulatives or digital tools to construct complete sentences.

F. Write sentences with increasing complexity.

G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

I. With support, distinguish between a complete sentence and a sentence fragment.

J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).

L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

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

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

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.

- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

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

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- E. Form and use possessive nouns and pronouns.
- F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- H. Use apostrophes for possession.

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

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.

- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

System and Structure of Language

By the end of grade 12, demonstrate command of English grammar and usage, capitalization, punctuation, and spelling.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “system and structure of the English language” Added F 	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.</p> <p>F. Recognize spelling conventions.</p>	<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>B. Spell correctly.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “system and structure of the English language” Added E 	<p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>E. Recognize spelling conventions.</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>B. Spell correctly.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “system and structure of the English language” Added G 	<p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions. 	<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood. <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. C. Spell correctly.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “system and structure of the English language” Added E 	<p>L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>D. Use a colon to introduce a list or quotation.</p> <p>E. Recognize spelling conventions.</p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. C. Spell correctly.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “system and structure of the English language” Added C 	<p>L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. apply the understanding that usage is a matter of convention, can change over time and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>	<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>

Knowledge of Language

By the end of grade 12, apply knowledge of language and command of vocabulary 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.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator New	Added standard L.KL.K.1. for Kindergarten.	L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. <ul style="list-style-type: none"> A. Use frequently occurring nouns and verbs. B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes). C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). E. Produce and expand complete sentences in shared language activities. 	L.K.3. (Begins in grade 2)
Indicator New	Added standard L.KL.1.1. for Grade 1.	L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.	L.1.3. (Begins in grade 2)

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added: A. A became B. 	<p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>B. Compare formal and informal uses of English.</p>	<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p>
Indicator Text	<ul style="list-style-type: none"> Added: A. A became B. B became C. 	<p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
Indicator Text	<ul style="list-style-type: none"> Added: A. A became B. B became C. Added: D. 	<p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Choose words and phrases to convey ideas precisely.</p> <p>C. Choose punctuation for effect.</p> <p>D. Differentiate between contexts that call</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	group discussion). 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, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Indicator Text	<ul style="list-style-type: none"> Added A. A became B. B became C. 	<p>L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
Indicator Text	<ul style="list-style-type: none"> Added A and B. A and B became C and D. 	<p>L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when</p>	<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>B. Maintain consistency in style and tone.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		<p>considering a word or phrase important to comprehension or expression.</p> <p>C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>D. Maintain consistency in style and tone.</p>	
Indicator Text	<ul style="list-style-type: none"> Added A and B. A became C. 	<p>L.KL.7.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Indicator Text	<ul style="list-style-type: none"> Added A and B. A became C. 	<p>L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Use verbs in the active and passive voice and in the conditional and subjunctive</p>	<p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	
Indicator Text	<ul style="list-style-type: none"> Added A. A became B. Added C. 	<p>L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. 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.</p> <p>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>
Indicator Text	<ul style="list-style-type: none"> Added A. A became B. Added C. 	<p>L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading,</p>	<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		<p>writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Vocabulary Acquisition, Use and Literal Meaning

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using word analysis, word solving strategies, and consulting general and specialized reference materials, as appropriate.

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “With prompting and support, ask and answer questions to help” to standard.	<p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p>
Indicator	n/a	<p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p>	<p>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.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.4. Ask and answer questions to help</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
		B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	determine or clarify the meaning of words and phrases in a text.
Indicator	n/a	<p>L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>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.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
Indicator Text	Added “and domain specific” to standard.	L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning	L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
		<p>academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “and domain specific” to standard.	<p>L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>	<p>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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “and domain specific” to standard.	<p>L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>	<p>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.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added “including technical meanings” to standard. Added B. B became C. C became D. D became E. 	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.6.4. 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.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added C. C became D. D became E. 	<p>L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>C. Analyze the impact of a specific word choice on meaning and tone.</p> <p>D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added C. C became D. D became E. 	<p>L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added C. C became D. D became E. 	<p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. 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).</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>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.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>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).</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added C. C became D. D became E. 	<p>L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred</p>	<p>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.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		meaning in context or in a dictionary).	the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Vocabulary Acquisition, Use and Interpretative Meaning

By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added A.	<p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>D. 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.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added C.	<p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>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.</p>
Indicator	n/a	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added B. B became C. C became D. 	<p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Determine the meaning of words and phrases that allude to significant characters found in literature.</p> <p>C. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>
Indicator	n/a	<p>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		understand each of the words.	
Indicator Text	<ul style="list-style-type: none"> Added C. C became D. 	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Analyze the impact of a specific word choice on meaning and tone.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added C. C became D. 	<p>L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added D.	<p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>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.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added C.	<p>L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).</p>	<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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).</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added C and D.	<p>L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>	<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>

K–12 New Jersey Student Learning Standards — English Language Arts Revisions and Rationale

Reading Domain

Close Reading of Text

By the end of grade 12, read closely to determine what the text says explicitly and make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “literary” in RL.CR.K.1.	RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.1. With prompting and support, ask and answer questions about key details in a text.
Indicator Text	Added “ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)” in RI.CR.1.1.	RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	RL.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text.
Indicator Text	<ul style="list-style-type: none"> Added “literary” in RL.CR.2.1. Added “demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis 	RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. RI.CR.2.1. Ask and answer questions to	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1. Ask and answer such questions as who,

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	for the answers” to RI.CR.2.1.	demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.	what, where, when, why, and how to demonstrate understanding of key details in a text.
Indicator Text	<ul style="list-style-type: none"> Added “literary” and “textual evidence” to RL.CR.3.1. Added “an informational” to RI.CR.3.1. 	<p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p>	<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Indicator Text	<ul style="list-style-type: none"> Added “literary” to RL.CR.4.1. Added “an informational” to RI.CR.4.1. 	<p>RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p>	<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>
Indicator Text	<ul style="list-style-type: none"> Added “literary” to RL.CR.5.1. Added “an informational” to RI.CR.5.1. 	<p>RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CR.5.1. Quote accurately from an informational text when explaining what the</p>	<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
		text says explicitly and make relevant connections when drawing inferences from the text.	the text says explicitly and when drawing inferences from the text.
Indicator Text	<ul style="list-style-type: none"> Added “a literary” to RL.CR.6.1. Added “an informational” to RI.CR.6.1. 	<p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.</p>	<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Indicator Text	<ul style="list-style-type: none"> Added “a literary” to RL.CR.7.1. Added “an informational” to RI.CR.7.1. 	<p>RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.</p> <p>RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.</p>	<p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Indicator Text	<ul style="list-style-type: none"> Added “a range of” to RL.CR.8.1. Added “a range of” to RI.CR.8.1. Added “(including informational text features such as charts, graphs, and diagrams)” to RI.CR.8.1. Added “of multiple aspects of 	<p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as</p>	<p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
	what an informational text” to RI.CR.8.1.	charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.	explicitly as well as inferences drawn from the text.
Indicator Text	<ul style="list-style-type: none"> Added “a range of,” “clear and,” “strongly,” “a literary text,” and “as well as interpretations of the text” to RL.CR.9-10.1. Added “a range of,” “clear and,” “strongly,” “multiple aspects of what an informational,” and “as well as interpretations of the text” to RI.CR.9-10.1. 	<p>RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>
Indicator Text	<ul style="list-style-type: none"> Added “accurately,” “a range of,” “thorough,” “comprehensive,” “multiple aspects,” “inferentially,” and “interpretations of the text” to RL.CR.11-12.1. Added “a range of,” “thorough,” “relevant connections to,” “comprehensive,” “multiple aspects,” “informational,” and “as well as interpretations of the text” to RI.CR.11-12.1. 	<p>RL.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.	the text leaves matters uncertain.

Central Ideas and Themes of Texts

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added “central message and,” and “literary” to RL.CI.K.2. Added “and key details of an informational text (e.g., who, what, where, when, why, how)” to RI.CI.K.2 	<p>RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p>	<p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>
Indicator Text	<ul style="list-style-type: none"> Changed “retell stories, including key details, and demonstrate understanding of their central message or lesson” to “Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how)” in RL.CI.1.2. Changed “ask and answer questions about key details in a text” to “Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how)” in RI.CI.1.2. 	<p>RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</p> <p>RI.CI.1.2. Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Ask and answer questions about key details in a text.</p>
Indicator	<ul style="list-style-type: none"> Added “a text in oral and written 	RL.CI.2.2. Recount a text in oral and written	RL.2.2. Recount stories, including fables and

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Text	<p>form and determine,” and “in literary texts (e.g., fables and folktales from diverse cultures)” to RL.CI.2.2.</p> <ul style="list-style-type: none"> Added “Recount a text in oral and written form and determine” and “informational” to RI.CI.2.2. 	<p>form and determine central message in literary texts (e.g. fables and folktales from diverse cultures).</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p>	<p>folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
Indicator Text	<ul style="list-style-type: none"> Added “oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures)” to RL.CI.3.2. Added “Recount in oral and written form,” and “(in multi-paragraph informational text)” to RI.CI.3.2. 	<p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).</p> <p>RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).</p>	<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
Indicator Text	<ul style="list-style-type: none"> Changed “Determine a theme of a story, drama, or poem from details in the text; summarize the text” to “Summarize a literary text and interpret the author’s theme, citing key details from the text” in RL.CI.4.2. Changed “Summarize an informational text and interpret the author’s purpose or a main idea, citing key details from the 	<p>RL.CI.4.2. Summarize a literary text and interpret the author’s theme, citing key details from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or a main idea, citing key details from the text.</p>	<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	text” to “Determine the main idea of a text and explain how it is supported by key details; summarize the text” in RI.CI.4.2.		
Indicator Text	<ul style="list-style-type: none"> • Changed “Determine the key details in a story, drama or poem to identify the theme and to summarize the text” to “Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text” in RL.CI.5.2. • Added “the central idea” and “informational” to RI.CI.5.2. 	<p>RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.</p> <p>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p>	<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “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” to “Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments” in RL.CI.6.2. Changed “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” to “Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments” in RI.CI.6.2. 	<p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.6.2. Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>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.</p> <p>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.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “conveyed through particular details,” “provide a summary of,” and “distinct from personal opinions or judgments” to RL.CI.7.2. Added “conveyed through particular details,” “provide a summary of,” and “distinct from personal opinions or judgments” to RI.CI.7.2. 	<p>RL.CI.7.2. Determine the theme in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>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.</p> <p>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.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text” to “Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments” in RL.CI.8.2. Changed “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” to “Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments” in RI.CI.8.2. 	<p>RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added “literary” in RI.CI.9-10.2. Added “one or more central ideas of an informational text” and “including how it emerges” in RI.CI.9-10.2. 	<p>RI.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RI.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 and provide an objective summary of the text.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>
Indicator Text	<ul style="list-style-type: none"> Added “literary” and “developed and refined” in RI.CI.11-12.2 Added “informational” and “developed and refined over the course of a text” in RI.CI.11-12.2. 	<p>RI.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>

Interactions Among Text Elements

By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	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.
Indicator Text	Added “(e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships)” in RI.IT.1.3.	RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.	RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Indicator	n/a	RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Indicator Text	Added “development of individual characters’” and “within a text” to RL.IT.3.3.	RL.IT.3.3. Describe the development of individual characters’ traits, motivations, or feelings and explain how their actions contribute to the plot within a text . RI.IT.3.3. Describe the relationship between a	RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. RI.3.3. Describe the relationship between a

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		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.	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.
Indicator Text	<ul style="list-style-type: none"> Changed “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)” to “Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence” in RL.IT.4.3. Changed “Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text” to “Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on 	<p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p>RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</p>	<p>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).</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	evidence in the text” in RI.IT.4.3.		
Indicator Text	<ul style="list-style-type: none"> Changed “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)” to “Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact)” in RL.IT.5.3. Added “Analyze the impact of two or more individuals and events throughout the course of a text” to RI.IT.5.3. 	<p>RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p> <p>RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.</p>	<p>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).</p> <p>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.</p>
Indicator Text	<ul style="list-style-type: none"> Added “Analyze how a particular text’s structure” and “use textual evidence” to RL.IT.6.3. Added “how a particular text’s (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence” to RI.IT.6.3. 	<p>RL.IT.6.3. Analyze how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.IT.6.3. Analyze how a particular text’s (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced,</p>	<p>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.</p> <p>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).</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		illustrated, and elaborated on in a text.	
Indicator Text	<ul style="list-style-type: none"> Changed “Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)” to “Analyze how particular elements of a text interact, including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision” in RL.IT.7.3. Changed “Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)” to “Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories)” in RI.IT.7.3. 	<p>RL.IT.7.3. Analyze how particular elements of a text interact, including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.IT.7.3. Analyze how particular elements of a text interact, including how a text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “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” to “Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts” in RL.IT.8.3. Changed “Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)” to “Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts” in RI.IT.8.3. 	<p>RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.</p> <p>RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.</p>	<p>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.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “how an author unfolds and develops ideas throughout a text, including” to RL.IT.9-10.3. Added “develops ideas throughout the text, including how an idea or series of ideas or events develop” to RI.IT.9-10.3. 	<p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>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.</p> <p>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.</p>
Indicator Text	<ul style="list-style-type: none"> Added “as they develop ideas throughout the text regarding” to RL.IT.11-12.3. Added “impact of an author's choices as they develop ideas throughout the text regarding” to RI.IT.11-12.3. 	<p>RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they 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).</p> <p>RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p>	<p>RL.11-12.3. 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).</p> <p>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.</p>

Text Structure

By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added “and identify features of print (front cover, back cover, and title page of a book)” to RL.TS.K.4. Added “Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals)” to RI.TS.K.4. 	<p>RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).</p>	<p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>
Indicator Text	<ul style="list-style-type: none"> Added “With prompting and support” and “recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations)” to RL.TS.1.4. Added “With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features” and “while drawing on a wide reading of a range of text types” to RI.TS.1.4. 	<p>RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.</p> <p>RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.</p>	<p>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.</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “Describe the overall structure of a text and effectively” and “graphs, charts, images” to RI.TS.2.4.	<p>RI.TS.2.4. Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p>	<p>RI.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>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.</p>
Indicator Text	<ul style="list-style-type: none"> Added “Utilize and reference features of a text” to RL.TS.3.4. Added “Utilize and reference features of a text” and “using text features (e.g., graphics, images, captions, headings)” to RI.TS.3.4. 	<p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p>	<p>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 successive part builds on earlier sections.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>RL.TS.4.4. Explain major differences in structure 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.</p> <p>RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>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.</p> <p>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.</p>
Indicator	n/a	<p>RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>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.</p> <p>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.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “e.g.” to RL.TS.6.4. Changed “Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas” to “Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information” in RI.TS.6.4. 	<p>RL.TS.6.4. Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.</p> <p>RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p>	<p>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.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
Indicator Text	<ul style="list-style-type: none"> Added “the structure an author uses to organize a text and how it contributes to the text as a whole, including” to RL.TS.7.4. Added “including using knowledge of text structures (e.g. cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information” to RI.TS.7.4. 	<p>RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g. cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.</p>	<p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>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.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added “and tone” to RL.TS.8.4. Changed “Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept” to “Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure” in RI.TS.8.4. 	<p>RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.</p> <p>RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.</p>	<p>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.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p>
Indicator Text	<ul style="list-style-type: none"> Added “the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time” to RL.TS.9-10.4. Added “the author’s choices concerning the structure of ideas or claims of a text, and how they are” to RI.TS.9-10.4. 	<p>RL.TS.9-10.4. Analyze in detail the author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) to create specific effects (e.g. mystery, tension, or surprise).</p> <p>RI.TS.9-10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>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 specific effects (e.g. mystery, tension, or surprise).</p> <p>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).</p>
Indicator Text	<ul style="list-style-type: none"> Added “Evaluate the” and “effectiveness of” to RL.TS.11-12.4. 	<p>RL.TS.11-12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story,</p>	<p>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</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	<ul style="list-style-type: none"> Added “Evaluate the author’s choices concerning the” to RI.TS.11-12.4. 	<p>the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI.TS.11-12.4. Evaluate the author’s choices concerning the structure and 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.</p>	<p>tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>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.</p>

Perspective and Purpose in Texts

By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added “With prompting and support” to RI.PP.K.5.	<p>RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>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.</p> <p>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.</p>
Indicator	n/a	<p>RL.PP.1.5. Identify who is telling the story at various points in a text.</p> <p>RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>
Indicator Text	Added “seeks to explore” to RI.PP.2.5.	<p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore answer, explain, or describe.</p>	<p>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.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
Indicator	n/a	<p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p>	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added “multiple accounts” and “noting important similarities and differences in the point of view they represent” to RI.PP.4.5.	<p>RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>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.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
Indicator Text	Added “and how that may influence the reader’s interpretation” to RL.PP.5.5 and RI.PP.5.5.	<p>RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation.</p> <p>RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader’s interpretation.</p>	<p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
Indicator Text	<ul style="list-style-type: none"> Added “perspective in a text (through the narrator or speaker when appropriate)” to RL.PP.6.5. Added “Identify author’s purpose, perspective or potential bias” to RI.PP.6.5. 	<p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> <p>RI.PP.6.5. Identify author’s purpose, perspective or potential bias and explain the impact on the reader’s interpretation.</p>	<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>
Indicator Text	<ul style="list-style-type: none"> Added “Determine how an author conveys or develops perspective or purpose in a text through contrasting the” to RL.PP.7.5. Added “conveys or develops 	<p>RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.</p> <p>RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text</p>	<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	perspective” and “using evidence” to RI.PP.7.5.	through distinguishing their position from that of others using evidence.	others.
Indicator Text	<ul style="list-style-type: none"> Added “an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the” to RL.PP.8.5. Added “Analyze how an author conveys or develops their perspective or purpose in a text by” to RI.PP.8.5. 	<p>RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).</p> <p>RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.</p>	<p>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.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
Indicator Text	<ul style="list-style-type: none"> Changed “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” to “Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view” in RL.PP.9-10.5. Added “(including cultural experience and knowledge reflected in text originating outside 	<p>RL.PP.9-10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>RI.PP.9-10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p>	<p>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.</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	the United States)” to RI.PP.9-10.5.		
Indicator Text	<ul style="list-style-type: none"> Changed “Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)” to “Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats)” in RI.PP.11-12.5. 	<p>RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).</p> <p>RI.PP.11-12.5. Analyze an author’s purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p>	<p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>

Diverse Media and Formats

By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator	n/a	<p>RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>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).</p> <p>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).</p>
Indicator Text	<ul style="list-style-type: none"> Added “With prompting and support” to RL.MF.1.6. Added “With prompting and support, use text features (e.g. diagrams, tables, animations)” to RI.MF.1.6. 	<p>RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</p>	<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>
Indicator	n/a	<p>RL.MF.2.6. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>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.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator	n/a	<p>RL.MF.3.6. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>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).</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
Indicator Text	Added “Use evidence to show how graphics and visuals (e.g. illustrations” and “support central ideas” to RI.MF.4.6.	<p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.</p>	<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator Text	Changed “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” to “Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears” in RI.MF.5.6.	<p>RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>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, poem).</p> <p>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.</p>
Indicator Text	Changed “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” to “Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text” in RL.MF.6.6.	<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>	<p>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.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “the unique qualities of different mediums, including the” to RL.MF.7.6. Changed “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)” to Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information” in RI.MF.7.6. 	<p>RL.MF.7.6. Compare and contrast texts (e.g., written story, drama, or poem) to an audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.</p>	<p>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).</p> <p>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).</p>

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script” to “Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work” in RL.MF.8.6. Changed “Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea” to “Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem” in RI.MF.8.6. 	<p>RL.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.</p> <p>RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.</p>	<p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)” to “Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively)” in RL.MF.9-10.6. Changed “Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account” to “Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words 	<p>RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p> <p>RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
	in order to address a question or solve a problem” in RI.MF.9-10.6.		
Indicator Text	<ul style="list-style-type: none"> Changed “Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors)” to “Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author’s message)” in RL.MF.11-12.6. Changed “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” to “Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting 	<p>RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author’s message).</p> <p>RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).</p>	<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>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.</p>

Type	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
	information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept)” in RI.MF.11-12.6.		

Analysis of an Argument

By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator	n/a	RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
Indicator Text	Added “how that information is applied.”	RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain how that information is applied , with prompting, as needed.	RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
Indicator	n/a	RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
Indicator	n/a	RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	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) to support specific points the author makes in a text.
Indicator Text	Added “facts, details and explanations to develop ideas or support their reasoning.”	RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning .	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
Indicator	n/a	RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “development of and.”	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	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.
Indicator	n/a	RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	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.
Indicator	n/a	RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	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.
Indicator Text	Added “an informational.”	RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.	RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Changed from “Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)” to “Describe and evaluate the reasoning in seminal US and global texts and the premises, purposes, and arguments in these works.”	RI.AA.11-12.7. Describe and evaluate the reasoning in seminal US and global texts and the premises, purposes, and arguments in these works.	RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Comparison of Texts

By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories” to “With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)” in RL.CT.K.8. Added “informational” to RI.CT.K.8. 	<p>RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p>	<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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).</p>
Indicator Text	<ul style="list-style-type: none"> Changed “Compare and contrast the adventures and experiences of characters in stories” to “Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)” in RL.CT.1.8. Changed “Compare and contrast the adventures and experiences of 	<p>RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p>	<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	characters in stories” to “Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)” in RI.CT.1.8.		
Indicator Text	<ul style="list-style-type: none"> Added “literary” and “(e.g., Cinderella stories)” to RL.CT.2.8. Changed “Compare and contrast the most important points presented by two texts on the same topic” to “Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures” in RI.CT.2.8. 	<p>RL.CT.2.8. Compare and contrast two literary versions of the same story by different authors or authors from different cultures.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p>	<p>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.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>
Indicator Text	<ul style="list-style-type: none"> Changed “Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)” to “Compare and contrast the 	<p>RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.</p> <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p>	<p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	<p>elements (themes, settings, and plots) of literary texts written by the same author about similar characters” in RL.CT.3.8</p> <ul style="list-style-type: none"> Changed “Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic” to “Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic” in RI.CT.3.8. 		two texts on the same topic.
Indicator Text	<ul style="list-style-type: none"> Changed “Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge of genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics” to “Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures” in 	<p>RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</p> <p>RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</p>	<p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge of genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	<p>RL.CT.4.8.</p> <ul style="list-style-type: none"> Changed “Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably” to “Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures” in RI.CT.4.8. 		
Indicator Text	<ul style="list-style-type: none"> Changed “Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different culture” to “Compare and contrast the authors’ approaches across two or more literary texts within the same genre or about the same or similar topics” in RL.CT.5.8. 	<p>RL.CT.5.8. Compare and contrast the authors’ approaches across two or more literary texts within the same genre or about the same or similar topics.</p> <p>RI.CT.5.8. Compare and contrast the authors’ approaches across two or more informational texts within the same genre or about the same or similar topics.</p>	<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	<ul style="list-style-type: none"> Changed “Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably” to “Compare and contrast the authors’ approaches across two or more informational texts within the same genre or about the same or similar topics” in RI.CT.5.8. 		
Indicator Text	<ul style="list-style-type: none"> Changed “Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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” to “Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.” 	<p>RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	<p>terms of their approaches to similar themes and topics” in RL.CT.6.8.</p> <ul style="list-style-type: none"> • Changed “Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)” to “Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics” in RI.CT.6.8. 		

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history” to “Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events” in RL.CT.7.8. Added “informational texts” in RI.CT.7.8. 	<p>RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.</p> <p>RI.CT.7.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed “Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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” to “Analyze and reflect on the author’s idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge) shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period” in RL.CT.8.8. Added “informational” in RI.CT.8.8. 	<p>RL.CT.8.8. Analyze and reflect on the author’s idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge) shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.</p> <p>RI.CT.8.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
Indicator Text	<ul style="list-style-type: none"> Changed “Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work 	<p>RL.CT.9-10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats</p>	<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	<p>(e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare)” to “Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts” in RI.CT.9-10.8.</p> <ul style="list-style-type: none"> Added “seminal and informational text” in RI.CT.9-10.8. 	<p>a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p> <p>RI.CT.9-10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p>	<p>later author draws on a play by Shakespeare). RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts</p>
Indicator Text	<ul style="list-style-type: none"> Changed “Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics” to 	<p>RL.CT.11-12.8 Demonstrate knowledge of, analyze, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural</p>	<p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	<p>“Demonstrate knowledge of, analyze, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics” in RL.CT.11-12.8.</p> <ul style="list-style-type: none"> • Changed “Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history” to “Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents 	<p>context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.</p>	<p>context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	relevant to U.S. and/or global history and texts proposing scientific or technical advancements” in RI.CT.11-12.8.		

K–12 New Jersey Student Learning Standards — English Language Arts Revisions and Rationale

Writing Domain

Argumentative Writing

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).	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...).
Indicator Text	<ul style="list-style-type: none"> Added “With prompts and support.” Added A. Added B Added C. 	W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion.	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.
Indicator Text	<ul style="list-style-type: none"> Added “With prompts and support.” Added A Added B. Added C. 	W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		evidence, or other information and examples related to the topic. C. Provide a conclusion.	
Indicator Text	<ul style="list-style-type: none"> Added “present an idea with reasons and information.” Added A. Added B. Added C Added D. 	W.AW.3.1. Write opinion texts to present an idea with reasons and information. A. Introduce an opinion clearly. B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic. C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore). D. Provide a conclusion related to the opinion presented.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view 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 conclusion.
Indicator	n/a	W.AW.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 from texts and/or other sources. C. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	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 from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a conclusion related to the opinion presented.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a conclusion related to the opinion presented.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts).” Changed A to add “about a topic or issue.” Changed B to add “with logical reasoning,” “accurate data,” and “using credible sources.” 	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>	<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts).” Changed A to add “about a topic or issue.” Changed B to add “accurate data” and “using credible sources.” 	<p>W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	<ul style="list-style-type: none"> Added “on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts).” Changed A to add “about a topic or issue.” Changed B to add “accurate data” and “using credible sources.” 	<p>W.AW.8.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal or academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “textual and non-textual.” Changed B to add “using sound reasoning, supplying data and evidence for each” and “discipline-appropriate form.” 	<p>W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and</p>	<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		<p>conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>

Informative and Explanatory Writing

By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added A. Added B. 	<p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.</p> <p>A. Introduce a topic.</p> <p>B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.</p>	<p>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.</p>
Indicator Text	<ul style="list-style-type: none"> Added “With prompts and support” and “to examine a topic and convey ideas and information.” Added A Added B. Added C. 	<p>W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic.</p> <p>B. Develop the topic with facts or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p>	<p>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.</p>
Indicator Text	<ul style="list-style-type: none"> Added “to examine a topic and convey ideas and information.” Added A Added B Added C. 	<p>W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the</p>	<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		<p>topic.</p> <p>C. Provide a conclusion.</p>	
Indicator Text	<ul style="list-style-type: none"> Changed B to add “concrete details, text evidence, or other information and examples related to the topic.” Changed C from “Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information” to “Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.” Changed D from “Provide a conclusion” to “Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).” Added E 	<p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).</p> <p>E. Provide a conclusion related to the information or explanation presented.</p>	<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a conclusion.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Changed A to add “aid in.”	<p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p>	<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Changed A to add “aid in.”	<p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information of explanation presented.</p>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information of explanation presented.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “(including the narration of historical events, scientific procedures/ experiments, or technical processes).” Changed A to add “aid in.” 	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.</p> <p>E. Acknowledge and attempt a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.</p>	<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Changed A to add “aid in.”	<p>W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.</p> <p>E. Establish a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that</p>	<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
		follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.	
Indicator Text	<ul style="list-style-type: none"> Added “(including the narration of historical events, scientific procedures/ experiments, or technical processes).” Changed A to add “when useful to aid in comprehension.” Changed D to add “grade level.” Changed F to add “(e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs).” 	<p>W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade level- specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic</p>	<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		<p>style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.</p>	
Indicator Text	<ul style="list-style-type: none"> Added “(including the narration of historical events, scientific procedures/ experiments, or technical processes).” Changed A to add “aid in.” 	<p>W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create</p>	<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		<p>cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Indicator Text	Added “(including the narration of historical events, scientific procedures/ experiments, or technical processes).”	<p>W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings),</p>	<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
		<p>graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>

Narrative Writing

By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “real or imagined experience or events.” Added A Added B Added C. 	<p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</p> <p>A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).</p> <p>B. Provide limited details of experiences, events, or characters.</p> <p>C. Provide a reaction to the experiences or events.</p>	<p>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.</p>
Indicator Text	<ul style="list-style-type: none"> Added “With prompts and support,” and “of several complete sentences based on real or imagined experiences or events.” Added A Added B. Added C. Added D. 	<p>W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</p> <p>A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.</p> <p>B. Provide dialogue and/or description and details of experiences, events, or characters.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Provide a reaction to the experiences or events.</p>	<p>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.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “based on real or imagined experiences or events with basic story elements.” Added A Added B Added C. Added D. Added E. 	<p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</p> <p>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences or events.</p>	<p>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.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added “with basic story elements.” Changed A to add “Orient the reader by.” Changed C to add “Use transitional words and phrases to manage the sequence of events.” D became E and was changed to add “Use concrete words and phrases and sensory details to convey experiences and events.” Added E. 	<p>W.NW.3.3. Write narratives to develop real or imagined experience or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>E. Provide a conclusion or sense of closure that follows the narrated experiences or events.</p>	<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Changed D to add “explore using figurative language to convey experiences and events precisely.” 	<p>W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases, sensory details and explore using figurative language to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	<p>W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>

Writing Process

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “prompts” and “recognize that writing carries a message and should make sense to others.”	W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.	W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
Indicator Text	<ul style="list-style-type: none"> Added “prompts” and “develop and strengthen writing as needed by planning, revising, and editing.” Added A Added B. 	W.WP.1.4. With prompts , guidance and support, develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.	W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
Indicator Text	<ul style="list-style-type: none"> Added “peers and adults, develop and strengthen writing as needed by planning, revising, and editing.” Added A. Added B. Added C. 	W.WP.2.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		correct errors.	
Indicator Text	<ul style="list-style-type: none"> Added A. Added B. Added C. 	<p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</p>	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added A. Added B. Added C Added D. Added E. 	<p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>C. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell</p> <p>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.</p>	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	<ul style="list-style-type: none"> Added A. Added B. Added C Added D. Added E. 	<p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>A. Consider audience, purpose, and intent before writing.</p> <p>B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>C. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.</p> <p>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
Indicator Text	Added “flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.”	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

Type	Description of Change	2023 NJSL-ELA	2016 NJSL-ELA
Indicator Text	Added “flexibly making editing and revision choices and sustaining effort to complete complex writing tasks.”	W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; focusing on how well purpose and audience have been addressed.	W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Indicator Text	Added “sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products.”	W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Indicator Text	Added “sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress.”	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added “sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing).”	W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Research Writing

By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Changed “Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)” to “With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book)” in W.WR.K.5.	W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).	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).
Indicator Text	Changed “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)” to “With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic” in W.WR.1.5.	W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.	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).

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Changed “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)” to “Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research” in W.WR.2.5.	W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.	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).
Indicator Text	Changed “Conduct short research projects that build knowledge about a topic” to “Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic” in W.WR.3.5.	W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.	W.3.7. Conduct short research projects that build knowledge about a topic.
Indicator Text	Added “that use multiple reference sources (print and non-print).”	W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.	W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Indicator Text	Changed “Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic” to “Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support	W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.	W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	the proposed central idea” in W.WR.5.5.		

There were no changes to the following:

- W.6.7
- W.7.7
- W.8.7
- W.9-10.7
- W.11-12.7

Sources of Evidence

By the end of grade 12, gather relevant information and evidence from multiple sources to support research, while assessing the credibility and accuracy of each source, and integrating the information and avoiding plagiarism.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Indicator Text	Added “select information from multiple sources to answer a question or write about a topic.”	W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.	W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Indicator Text	Changed “Recall information from experiences or gather information from provided sources to answer a question” to “Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic” in W.SE.2.6.	W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.	W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
Indicator Text	Changed “Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories” to “Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to	W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.	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.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	include while planning to write about a topic” in W.SE.3.6.		
Indicator Text	Added “gather,” “multiple,” “and “prioritize.”	W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.	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.
Indicator Text	Added “Gather relevant information from multiple valid,” and “making note of any similarities and differences among ideas presented.”	W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented ; and provide a list of sources.	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.

There were no changes to the following:

- W.6.6
- W.7.6
- W.8.6
- W.9-10.6
- W.11-12.6

Range of Writing

By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
New	Added standard W.RW.K.7. for Kindergarten.	W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.	W.K.10. (Begins in grade 3)
New	Added standard W.RW.1.7. for Grade 1.	W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.	W.1.10. (Begins in grade 3)
New	Added standard W.RW.2.7. for Grade 2.	W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.	W.2.10. (Begins in grade 3)
Indicator Text	Changed “Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences” to “Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely” in W.RW.3.7.	W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.	W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Indicator Text	Added “(with time for research and revision),” and “(a single sitting).”	W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and	W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a

Type	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		audiences.	day or two) for a range of discipline-specific tasks, purposes, and audiences.
Indicator Text	Added “(with time for research and revision),” and “(a single sitting).”	W.RW.5.7_ Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

There were no changes to the following:

- W.6.10
- W.7.10
- W.8.10
- W.9-10.10
- W.11-12.10