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.

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	L.RF.K.1. Demonstrate understanding of the organization and basic features of print.	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.	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.	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.	C. Understand that words are separated by spaces in print.
		D. Recognize and name all upper- and lowercase letters of the alphabet.	D. Recognize and name all upper- and lowercase letters of the alphabet.
Indicator	Changed "including those listed under	L.RF.1.1. Demonstrate mastery of the	RF.1.1. Demonstrate mastery of the
Text	Kindergarten foundation skills" to	organization and basic features of print	organization and basic features of print
	"including those listed in RF.K.1."	(including those listed in RF.K.1); recognize	including those listed under Kindergarten
		and understand the role of the distinguishing	foundation skills.
		features of a sentence (e.g., first word, capitalization, ending punctuation).	A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added: D. Orally repeat multi-	L.RF.K.2. Demonstrate understanding of	RF.K.2. Demonstrate understanding of spoken
Text	syllable words and pronounce the	spoken words, syllables, and sounds	words, syllables, and sounds (phonemes).
	separate syllables.	(phonemes).	A. Recognize and produce rhyming words.
	Changed D to E.	A. Recognize and produce rhyming words.	B. Count, pronounce, blend, and segment
	Changed E to add "spoken, single-	B. Count, pronounce, blend, and segment	syllables in spoken words.
	syllable words (simple syllables	syllables in spoken words.	C. Blend and segment onsets and rimes of
	that do not include final /l/, /m/,	C. Blend and segment onsets and rimes of	single-syllable spoken words.
	/n/, /r/, or /x/ sounds and consonant blends)."	single-syllable spoken words.	D. Isolate and pronounce the initial, medial
	consonant bienasj.	D. Orally repeat multi-syllable words and	vowel, and final sounds (phonemes) in
		pronounce the separate syllables.	three-phoneme (consonant-vowel-
		E. Isolate and pronounce the initial, final,	consonant, or CVC) words. (This does not
		and medial sounds (phonemes) in	include CVCs ending with /l/, /r/, or /x/.)
		spoken, single-syllable words (simple	E. Add or substitute individual sounds
		syllables that do not include final /l/,	(phonemes) in simple, one-syllable words
		/m/, /n/, /r/, or /x/ sounds and	to make new words.
		consonant blends). Add or substitute	
		individual sounds (phonemes) in simple,	
		one-syllable words to make new words.	

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	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.	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.
		A. Distinguish long from short vowel sounds in spoken single-syllable words.	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.	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.	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).	D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	 In C, changed "sight words" to "grade level irregular words." Added D. 	L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
	D became E.	A. Demonstrate basic knowledge of one-to- one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	A. Demonstrate basic knowledge of one-to- one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
		B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
		C. Read high-frequency words and grade level irregular words with automaticity.	C. Read high-frequency and sight words with automaticity.
		D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.	D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat
		E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	and cot).

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added F and G.	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
		A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
		B. Decode regularly spelled one-syllable words.	B. Decode regularly spelled one-syllable words.
		C. Know final -e and common vowel team conventions for representing long vowel sounds.	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. 	 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.	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.	

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added F and G.	L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
		A. Know spelling-sound correspondences for common vowel teams.	A. Know spelling-sound correspondences for common vowel teams.
		B. Decode regularly spelled two-syllable words with long vowels.	B. Decode regularly spelled two-syllable words with long vowels.
		C. Decode words with common prefixes and suffixes.	C. Decode words with common prefixes and suffixes.
		D. Identify words with inconsistent but common spelling-sound correspondences.	D. Identify words with inconsistent but common spelling-sound correspondences.
		E. Recognize and read grade-appropriate irregularly spelled words.	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.	

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	Added E.	L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
		A. Identify and know the meaning of the most common prefixes and derivational suffixes.	A. Identify and know the meaning of the most common prefixes and derivational suffixes.
		B. Decode words with common Latin suffixes.	B. Decode words with common Latin suffixes.
		C. Decode multisyllable words.	C. Decode multisyllable words.
		D. Read grade-appropriate irregularly spelled 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.	
Indicator	n/a	L.RF.4.3. Know and apply grade-level phonics	RF.4.3. Know and apply grade-level phonics
		and word analysis skills in decoding and	and word analysis skills in decoding and
		encoding words; use combined knowledge of	encoding words; use combined knowledge of
		all letter-sound correspondences, syllabication	all letter-sound correspondences, syllabication
		patterns, and morphology (e.g., roots and	patterns, and morphology (e.g., roots and
		affixes) to read accurately unfamiliar	affixes) to read accurately unfamiliar
		multisyllabic words in context and out of context.	multisyllabic words in context and out of context.

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	L.RF.5.3. Know and apply grade-level phonics	RF.5.3. Know and apply grade-level phonics
		and word analysis skills in decoding and	and word analysis skills in decoding and
		encoding words; use combined knowledge of	encoding words; use combined knowledge of
		all letter-sound correspondences, syllabication	all letter-sound correspondences, syllabication
		patterns, and morphology (e.g., roots and	patterns, and morphology (e.g., roots and
		affixes) to read accurately unfamiliar	affixes) to read accurately unfamiliar
		multisyllabic words in context and out of	multisyllabic words in context and out of
		context.	context.
Indicator	Changed "Read emergent text with	L.RF.K.4. Read emergent-reader texts	RF.K.4. Read emergent text with one-to-one
Text	one-to-one correspondence to	(decodable texts, including words with one-	correspondence to develop fluency and
	develop fluency and comprehension	to-one letter-sound correspondences) orally	comprehension skills.
	skills" to "Read emergent-reader	with sufficient decoding accuracy to support	A. Read emergent-readers with purpose and
	texts (decodable texts, including	comprehension.	understanding.
	words with one-to-one letter-sound		
	correspondences) orally with		B. Read grade level text for purpose and
	sufficient decoding accuracy to		understanding.
	support comprehension."		
	Removed A and B.		

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.A. Read grade-level text with purpose and understanding.	RF.1.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.
		B. Read grade-level text orally with accuracy, appropriate rate, and expression.	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. 	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Indicator	n/a	 L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	 RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	 L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Indicator	n/a	 L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Туре	Description of Changes	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	L.RF.5.4. Read with sufficient accuracy and	RF.5.4. Read with sufficient accuracy and
		fluency to support comprehension.	fluency to support comprehension.
		 A. Read grade-level text with purpose and understanding. 	Read grade-level text with purpose and understanding.
		B. Read grade-level text orally with accuracy, appropriate rate, and expression.	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.	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: $\langle \bar{0} \rangle = 0$, oe, oa, ow; $\langle \bar{a} \rangle = a$, 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 punctuating 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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "system and structure of the	L.SS.6.1. Demonstrate command of the system	L.6.1. Demonstrate command of the
Text	English language"	and structure of the English language when	conventions of standard English grammar and
	Added F	writing or speaking.	usage when writing or speaking.
	/ ladea !	A. Ensure that pronouns are in the proper	A. Ensure that pronouns are in the proper
		case (subjective, objective, possessive).	case (subjective, objective, possessive).
		B. Use intensive pronouns (e.g., myself, ourselves).	B. Use intensive pronouns (e.g., myself, ourselves).
		C. Recognize and correct inappropriate shifts	C. Recognize and correct inappropriate shifts
		in pronoun number and person.	in pronoun number and person.
		D. Recognize and correct vague pronouns	D. Recognize and correct vague pronouns
		(i.e., ones with unclear or ambiguous	(i.e., ones with unclear or ambiguous
		antecedents).	antecedents).
		E. Use punctuation (commas, parentheses,	E. Recognize variations from standard English
		dashes) to set off nonrestrictive and	in their own and others' writing and
		parenthetical elements.	speaking, and identify and use strategies to
		F. Recognize spelling conventions.	improve expression in conventional
			language.
			L.6.2. Demonstrate command of the
			conventions of standard English capitalization,
			punctuation, and spelling when writing.
			A. Use punctuation (commas, parentheses,
			dashes) to set off
			nonrestrictive/parenthetical elements.
			B. Spell correctly.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "system and structure of the	L.SS.7.1. Demonstrate command of the system	L.7.1. Demonstrate command of the
Text	English language"	and structure of the English language when	conventions of standard English grammar and
	Added E	writing or speaking.	usage when writing or speaking.
	, Added E	A. Explain the function of phrases and clauses	A. Explain the function of phrases and clauses
		in general and their function in specific	in general and their function in specific
		sentences.	sentences.
		B. Choose among simple, compound,	B. Choose among simple, compound,
		complex, and compound-complex	complex, and compound-complex
		sentences to signal differing relationships	sentences to signal differing relationships
		among ideas.	among ideas. C. Place phrases and clauses
		C. Place phrases and clauses within a	within a sentence, recognizing and
		sentence, recognizing and correcting	correcting misplaced and dangling
		misplaced and dangling modifiers.	modifiers.
		D. Use a comma to separate coordinate	L.7.2. Demonstrate command of the
		adjectives (e.g., It was a fascinating,	conventions of standard English capitalization,
		enjoyable movie but not He wore an old[,]	punctuation, and spelling when writing.
		green shirt).	A. Use a comma to separate coordinate
		E. Recognize spelling conventions.	adjectives (e.g., It was a fascinating,
			enjoyable movie but not He wore an old[,]
			green shirt).
			B. Spell correctly.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "system and structure of the	L.SS.8.1. Demonstrate command of the system	L.8.1. Demonstrate command of the
Text	English language"	and structure of the English language when	conventions of standard English grammar and
	Added G	writing or speaking.	usage when writing or speaking.
	, Madea G	A. Explain the function of verbals	A. Explain the function of verbals
		(gerunds, participles, infinitives) in	(gerunds, participles, infinitives) in
		general and their function in	general and their function in particular
		particular sentences.	sentences.
		B. Form and use verbs in the active and	B. Form and use verbs in the active and
		passive voice.	passive voice.
		C. Form and use verbs in the indicative,	C. Form and use verbs in the indicative,
		imperative, interrogative, conditional,	imperative, interrogative, conditional,
		and subjunctive mood.	and subjunctive mood.
		D. Recognize and correct inappropriate	D. Recognize and correct inappropriate
		shifts in verb voice and mood.	shifts in verb voice and mood.
		E. Use punctuation (comma, ellipsis,	L.8.2. Demonstrate command of the
		dash) to indicate a pause or break.	conventions of standard English capitalization,
		F. Use an ellipsis to indicate an	punctuation, and spelling when writing.
		omission.	A. Use punctuation (comma, ellipsis,
		G. Recognize spelling conventions.	dash) to indicate a pause or break.
			B. Use an ellipsis to indicate an omission.
			C. C. Spell correctly.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "system and structure of the	L.SS.9-10.1. Demonstrate command of the	L.9-10.1. Demonstrate command of the
Text	English language"	system and structure of the English language	conventions of standard English grammar and
	Added E	when writing or speaking.	usage when writing or speaking.
	Added E	A. Use parallel structure.	A. Use parallel structure.
		B. Use various types of phrases (noun, verb,	B. Use various types of phrases (noun, verb,
		adjectival, adverbial, participial,	adjectival, adverbial, participial,
		prepositional, absolute) and clauses	prepositional, absolute) and clauses
		(independent, dependent; noun,	(independent, dependent; noun, relative,
		relative, adverbial) to convey specific	adverbial) to convey specific meanings
		meanings and add variety and interest to	and add variety and interest to writing or
		writing or presentations.	presentations.
		C. Use a semicolon (and perhaps a	L.9-10.2. Demonstrate command of the
		conjunctive adverb) to link two or more	conventions of standard English capitalization,
		closely related independent clauses.	punctuation, and spelling when writing.
		D. Use a colon to introduce a list or	A. Use a semicolon (and perhaps a
		quotation.	conjunctive adverb) to link two or
		E. Recognize spelling conventions.	more closely related independent
			clauses.
			B. Use a colon to introduce a list or
			quotation.
			C. C. Spell correctly.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "system and structure of the	L.SS.11-12.1. Demonstrate command of the	L.11-12.1. Demonstrate command of the
Text	English language"	system and structure of the English language	conventions of standard English grammar and
	Added C	when writing or speaking.	usage when writing or speaking.
	Added C	A. apply the understanding that usage is a	A. Apply the understanding that usage is a
		matter of convention, can change over	matter of convention, can change over
		time and place, and is sometimes	time, and is sometimes contested.
		contested.	L.11-12.2. Demonstrate command of the
		B. Observe hyphenation conventions.	conventions of standard English capitalization,
		C. Recognize spelling conventions.	punctuation, and spelling when writing.
			A. Observe hyphenation conventions.
			B. Spell correctly.

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added standard L.KL.K.1. for	L.KL.K.1. With prompting and support,	L.K.3. (Begins in grade 2)
New	Kindergarten.	develop knowledge of language and its	
		conventions when speaking and listening.	
		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.	
Indicator	Added standard L.KL.1.1. for Grade 1.	L.KL.1.1. With prompting and support,	L.1.3. (Begins in grade 2)
New		develop knowledge of language and its	
		conventions when writing, speaking,	
		reading, or listening.	

Туре	[Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	• Adde	d: A.	L.KL.2.1. Use knowledge of language and its	L.2.3. Use knowledge of language and its
Text	• A hos	came B.	conventions when writing, speaking, reading,	conventions when writing, speaking,
	• A bec	anie B.	or listening.	reading, or listening.
			A. Use words and phrases acquired through	A. Compare formal and informal uses
			conversations, reading and being read	of English.
			to, and responding to texts.	
			B. Compare formal and informal uses of	
			English.	
Indicator	• Adde	d: A.	L.KL.3.1 Use knowledge of language and its	L.3.3. Use knowledge of language and its
Text	A bec	came B.	conventions when writing, speaking, reading,	conventions when writing, speaking,
	B bec	came C.	or listening.	reading, or listening.
			A. Acquire and use accurately grade-	A. Choose words and phrases for effect.
			appropriate conversational, general	B. Recognize and observe differences
			academic, and domain-specific words	between the conventions of spoken and
			and phrases.	written standard English.
			B. Choose words and phrases for effect.	
			C. Recognize and observe differences	
			between the conventions of spoken and	
			written English.	
Indicator	• Adde	d: A.	L.KL.4.1 Use knowledge of language and its	L.4.3. Use knowledge of language and its
Text	A bec	came B.	conventions when writing, speaking, reading,	conventions when writing, speaking,
	B bec	came C.	or listening.	reading, or listening.
	• Adde	d: D.	A. Acquire and use accurately grade-	A. Choose words and phrases to convey
			appropriate general academic and	ideas precisely.
			domain-specific words and phrases.	B. Choose punctuation for effect.
			B. Choose words and phrases to convey	C. Differentiate between contexts that call
			ideas precisely.	for formal English (e.g., presenting
			C. Choose punctuation for effect.	ideas) and situations where informal
			D. Differentiate between contexts that call	discourse is appropriate (e.g., small-

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		for formal English (e.g., presenting	group discussion).
		ideas) and situations where informal	L.4.6. Acquire and use accurately grade-
		discourse is appropriate (e.g., small-	appropriate general academic and domain-
		group discussion).	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	Added A.	L.KL.5.1 Use knowledge of language and its	L.5.3. Use knowledge of language and its
Text	A became B.	conventions when writing, speaking, reading,	conventions when writing, speaking,
	B became C.	or listening.	reading, or listening.
		A. Acquire and use accurately grade-	A. Expand, combine, and reduce sentences
		appropriate general academic and	for meaning, reader/listener interest,
		domain-specific words and phrases.	and style.
		B. Expand, combine, and reduce sentences	B. Compare and contrast the varieties of
		for meaning, reader/listener interest, and	English (e.g., dialects, registers) used in
		style.	stories, dramas, or poems.
		C. Compare and contrast the varieties of	
		English (e.g., dialects, registers) used in	
		stories, dramas, or poems.	
Indicator	Added A and B.	L.KL.6.2 Use knowledge of language and its	L.6.3. Use knowledge of language and its
Text	A and B became C and D.	conventions when writing, speaking, reading,	conventions when writing, speaking,
		or listening.	reading, or listening.
		A. Acquire and use accurately grade-	A. Vary sentence patterns for meaning
		appropriate general academic and	(syntax), reader/listener interest, and
		domain-specific words and phrases.	style/voice.
		B. Gather vocabulary knowledge when	B. Maintain consistency in style and tone.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		considering a word or phrase important	
		to comprehension or expression.	
		C. Vary sentence patterns for meaning	
		(syntax), reader/listener interest, and	
		style/voice.	
		D. Maintain consistency in style and tone.	
Indicator	Added A and B.	L.KL.7.2 Use knowledge of language and its	L.7.3. Use knowledge of language and its
Text	A became C.	conventions when writing, speaking, reading,	conventions when writing, speaking,
		or listening.	reading, or listening.
		A. Acquire and use accurately grade-	A. Choose language that expresses ideas
		appropriate general academic and	precisely and concisely, recognizing and
		domain-specific words and phrases.	eliminating wordiness and redundancy.
		B. Gather vocabulary knowledge when	
		selecting a word or phrase important to	
		comprehension or expression.	
		C. Choose language that expresses ideas	
		precisely and concisely, recognizing and	
		eliminating wordiness and redundancy.	
Indicator	Added A and B.	L.KL.8.2 Use knowledge of language and its	L.8.3. Use knowledge of language and its
Text	A became C.	conventions when writing, speaking, reading,	conventions when writing, speaking,
		or listening.	reading, or listening.
		A. Acquire and use accurately grade-	A. Use verbs in the active and passive voice
		appropriate general academic and	and in the conditional and subjunctive
		domain-specific words and phrases.	mood to achieve particular effects (e.g.,
		B. Gather vocabulary knowledge when	emphasizing the actor or the action;
		selecting a word or phrase important to	expressing uncertainty or describing a
		comprehension or expression.	state contrary to fact).
		C. Use verbs in the active and passive voice	
		and in the conditional and subjunctive	

Туре	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	Added A.	L.KL.9-10.2 Apply knowledge of language to	L.9-10.3. Apply knowledge of language to
Text	A became B.	make effective choices for meaning, or style,	make effective choices for meaning, or style,
	Added C.	and to comprehend more fully when reading,	and to comprehend more fully when
		writing, speaking or listening.	reading, writing, speaking or listening.
		A. Acquire and use accurately general	A. Vary word choice and sentence
		academic and domain-specific words	structure to demonstrate an
		and phrases, sufficient for reading,	understanding of the influence of
		writing, speaking, and listening at the	language.
		college and career readiness level.	
		B. Vary word choice and sentence	
		structure to demonstrate an	
		understanding of the influence of	
		language.	
		C. Demonstrate independence in	
		gathering vocabulary knowledge when	
		considering a word or phrase important	
		to comprehension or expression.	
Indicator	Added A.	L.KL.11-12.2_Apply knowledge of language to	L.11-12.3. Apply knowledge of language to
Text	A became B.	understand how language functions in	understand how language functions in
	Added C.	different contexts, to make effective choices	different contexts, to make effective choices
		for meaning or style, and to comprehend	for meaning or style, and to comprehend
		more fully when reading or listening.	more fully when reading or listening.
		A. Acquire and use accurately general	A. Vary syntax for effect, apply an
		academic and domain-specific words	understanding of syntax to the study of
		and phrases, sufficient for reading,	complex texts.

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

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.

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		B. Identify words and phrases in stories	determine or clarify the meaning of words and
		or poems that suggest feelings or	phrases in a text.
		appeal to the senses.	
Indicator	n/a	L.VL.2.2. Determine or clarify the meaning	L.2.4. Determine or clarify the meaning of
		of unknown and multiple-meaning words	unknown and multiple-meaning words and
		and phrases based on grade 2 reading and	phrases based on grade 2 reading and content,
		content, choosing flexibly from an array of	choosing flexibly from an array of strategies.
		strategies.	A. Use sentence-level context as a clue to the
		A. Use sentence-level context as a clue	meaning of a word or phrase.
		to the meaning of a word or phrase.	B. Determine the meaning of the new word
		B. Determine the meaning of the new	formed when a known prefix is added to a
		word formed when a known prefix is	known word (e.g., happy/unhappy,
		added to a known word (e.g.,	tell/retell).
		happy/unhappy, tell/retell).	C. Use a known root word as a clue to the
		C. Use a known root word as a clue to	meaning of an unknown word with the
		the meaning of an unknown word	same root (e.g., addition, additional).
		with the same root (e.g., addition,	D. Use knowledge of the meaning of individual
		additional).	words to predict the meaning of compound
		D. Use knowledge of the meaning of	words (e.g., birdhouse, lighthouse,
		individual words to predict the	housefly; bookshelf, notebook, bookmark).
		meaning of compound words (e.g.,	E. Use glossaries and beginning dictionaries,
		birdhouse, lighthouse, housefly;	both print and digital, to determine or
		bookshelf, notebook, bookmark).	clarify the meaning of words and phrases.
		E. Use glossaries and beginning	
		dictionaries, both print and digital, to	
		determine or clarify the meaning of	
		words and phrases.	
Indicator	Added "and domain specific" to	L.VL.3.2. Determine or clarify the meaning	L.3.4. Determine or clarify the meaning of
Text	standard.	of unknown and multiple-meaning	unknown and multiple-meaning word and

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		academic and domain-specific word and	phrases based on grade 3 reading and content,
		phrases based on grade 3 reading and	choosing flexibly from a range of strategies.
		content, choosing flexibly from a range of	A. Use sentence-level context as a clue to the
		strategies.	meaning of a word or phrase.
		A. Use sentence-level context as a clue	B. Determine the meaning of the new word
		to the meaning of a word or phrase.	formed when a known affix is added to a
		B. Determine the meaning of the new	known word (e.g., agreeable/disagreeable,
		word formed when a known affix is	comfortable/uncomfortable, care/careless,
		added to a known word (e.g.,	heat/preheat).
		agreeable/disagreeable,	C. Use a known root word as a clue to the
		comfortable/uncomfortable,	meaning of an unknown word with the
		care/careless, heat/preheat).	same root (e.g., company, companion).
		C. Use a known root word as a clue to	D. Use glossaries or beginning dictionaries,
		the meaning of an unknown word	both print and digital, to determine or
		with the same root (e.g., company,	clarify the precise meaning of key words
		companion).	and phrases.
		D. Use glossaries or beginning	RI.3.4. Determine the meaning of general
		dictionaries, both print and digital, to	academic and domain-specific words and
		determine or clarify the precise	phrases in a text relevant to a grade 3 topic or
		meaning of key words and phrases.	subject area.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "and domain specific" to	L.VL.4.2. Determine or clarify the meaning	L.4.4. Determine or clarify the meaning of
Text	standard.	of unknown and multiple-meaning	unknown and multiple-meaning words and
		academic and domain-specific words and	phrases based on grade 4 reading and content,
		phrases based on grade 4 reading and	choosing flexibly from a range of strategies.
		content, choosing flexibly from a range of	A. Use context (e.g., definitions, examples, or
		strategies.	restatements in text) as a clue to the
		A. Use context (e.g., definitions,	meaning of a word or phrase.
		examples, or restatements in text) as	B. Use common, grade-appropriate Greek and
		a clue to the meaning of a word or	Latin affixes and roots as clues to the
		phrase.	meaning of a word (e.g., telegraph,
		B. Use common, grade-appropriate	photograph, autograph).
		Greek and Latin affixes and roots as	C. Consult reference materials (e.g.,
		clues to the meaning of a word (e.g.,	dictionaries, glossaries, thesauruses), both
		telegraph, photograph, autograph).	print and digital, to find the pronunciation
		C. Consult reference materials (e.g.,	and determine or clarify the precise
		dictionaries, glossaries, thesauruses),	meaning of key words and phrases.
		both print and digital, to find the	RI.4.4. Determine the meaning of general
		pronunciation and determine or	academic and domain-specific words or phrases
		clarify the precise meaning of key	in a text relevant to a grade 4 topic or subject
		words and phrases.	area.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "and domain specific" to	L.VL.5.2. Determine or clarify the meaning	L.5.4. Determine or clarify the meaning of
Text	standard.	of unknown and multiple-meaning	unknown and multiple-meaning words and
		academic and domain-specific words and	phrases based on grade 5 reading and content,
		phrases based on grade 5 reading and	choosing flexibly from a range of strategies.
		content, choosing flexibly from a range of	A. Use context (e.g., cause/effect relationships
		strategies.	and comparisons in text) as a clue to the
		A. Use context (e.g., cause/effect	meaning of a word or phrase.
		relationships and comparisons in text)	B. Use common, grade-appropriate Greek and
		as a clue to the meaning of a word or	Latin affixes and roots as clues to the
		phrase.	meaning of a word (e.g., photograph,
		B. Use common, grade-appropriate	photosynthesis).
		Greek and Latin affixes and roots as	C. Consult reference materials (e.g.,
		clues to the meaning of a word (e.g.,	dictionaries, glossaries, thesauruses), both
		photograph, photosynthesis).	print and digital, to find the pronunciation
		C. Consult reference materials (e.g.,	and determine or clarify the precise
		dictionaries, glossaries, thesauruses),	meaning of key words and phrases.
		both print and digital, to find the	RI.5.4. Determine the meaning of general
		pronunciation and determine or	academic and domain-specific words and
		clarify the precise meaning of key	phrases in a text relevant to a grade 5 topic or
		words and phrases.	subject area.

Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Added "including technical	L.VL.6.3. Determine or clarify the meaning	L.6.4. Determine or clarify the meaning of
meanings" to standard.	of unknown and multiple-meaning words	unknown and multiple-meaning words and
Added B.	and phrases based on grade 6 reading and	phrases based on grade 6 reading and content,
B became C.	content, including technical meanings,	choosing flexibly from a range of strategies.
C became D.	choosing flexibly from a range of	A. Use context (e.g., the overall meaning of a
D became E.	strategies.	sentence or paragraph; a word's position or
		function in a sentence) as a clue to the
		meaning of a word or phrase.
	1	B. Use common, grade-appropriate Greek or
		Latin affixes and roots as clues to the
	·	meaning of a word (e.g., audience,
	1	auditory, audible).
		C. Consult reference materials (e.g.,
		dictionaries, glossaries, thesauruses), both
	_	print and digital, to find the pronunciation
	1	of a word or determine or clarify its precise
		meaning or its part of speech.
		D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by
	1	checking the inferred meaning in context or
	1	in a dictionary).
	1	RI.6.4. Determine the meaning of words and
		phrases as they are used in a text, including
	1	figurative, connotative, and technical meanings.
	meaning in context or in a dictionary).	
	 Added "including technical meanings" to standard. Added B. B became C. C became D. 	 Added "including technical meanings" to standard. Added B. B became C. C became D. D became E. A. Use context (e.g., the overall meaning of garanting of garanting of garanting of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added C.	L.VL.7.3. Determine or clarify the meaning	L.7.4. Determine or clarify the meaning of
Text	C became D.	of unknown and multiple-meaning words	unknown and multiple-meaning words and
	D became E.	and phrases based on grade 7 reading and	phrases based on grade 7 reading and content,
		content, including technical meanings,	choosing flexibly from a range of strategies.
		choosing flexibly from a range of	A. Use context (e.g., the overall meaning of a
		strategies.	sentence or paragraph; a word's position or
		A. Use context (e.g., the overall meaning	function in a sentence) as a clue to the
		of a sentence or paragraph; a word's	meaning of a word or phrase.
		position or function in a sentence) as a	B. Use common, grade-appropriate Greek or
		clue to the meaning of a word or	Latin affixes and roots as clues to the
		phrase.	meaning of a word (e.g., belligerent,
		B. Use common, grade-appropriate	bellicose, rebel).
		Greek or Latin affixes and roots as	C. Consult reference materials (e.g.,
		clues to the meaning of a word (e.g.,	dictionaries, glossaries, thesauruses), both
		belligerent, bellicose, rebel).	print and digital, to find the pronunciation
		C. Analyze the impact of a specific word	of a word or determine or clarify its precise
		choice on meaning and tone.	meaning or its part of speech.
		D. Consult reference materials (e.g.,	D. Verify the preliminary determination of the
		dictionaries, glossaries, thesauruses),	meaning of a word or phrase (e.g., by
		both print and digital, to find the	checking the inferred meaning in context or
		pronunciation of a word or determine	in a dictionary).
		or clarify its precise meaning or its	RI.7.4. Determine the meaning of words and
		part of speech.	phrases as they are used in a text, including
		E. Verify the preliminary determination	figurative, connotative, and technical
		of the meaning of a word or phrase	meanings; analyze the impact of a specific word
		(e.g., by checking the inferred	choice on meaning and tone.
		meaning in context or in a dictionary).	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added C.	L.VL.8.3. Determine or clarify the meaning	L.8.4. Determine or clarify the meaning of
Text	C became D.	of unknown and multiple-meaning words	unknown and multiple-meaning words or
	D became E.	or phrases based on grade 8 reading and	phrases based on grade 8 reading and content,
		content, including technical meanings,	choosing flexibly from a range of strategies.
		choosing flexibly from a range of	A. Use context (e.g., the overall meaning of a
		strategies.	sentence or paragraph; a word's position or
		A. Use context (e.g., the overall meaning	function in a sentence) as a clue to the
		of a sentence or paragraph; a word's	meaning of a word or phrase.
		position or function in a sentence) as a	B. Use common, grade-appropriate Greek or
		clue to the meaning of a word or	Latin affixes and roots as clues to the
		phrase.	meaning of a word (e.g., precede, recede,
		B. Analyze the impact of specific word	secede).
		choices on meaning and tone.	C. Consult reference materials (e.g.,
		C. Use common, grade-appropriate	dictionaries, glossaries, thesauruses), both
		Greek or Latin affixes and roots as	print and digital, to find the pronunciation
		clues to the meaning of a word (e.g.,	of a word or determine or clarify its precise
		precede, recede, secede).	meaning or its part of speech.
		D. Consult reference materials (e.g.,	D. Verify the preliminary determination of the
		dictionaries, glossaries, thesauruses),	meaning of a word or phrase (e.g., by
		both print and digital, to find the	checking the inferred meaning in context or
		pronunciation of a word or determine	in a dictionary).
		or clarify its precise meaning or its	RI.8.4. Determine the meaning of words and
		part of speech.	phrases as they are used in a text, including
		E. Verify the preliminary determination	figurative, connotative, and technical
		of the meaning of a word or phrase	meanings; analyze the impact of specific word
		(e.g., by checking the inferred	choices on meaning and tone, including
		meaning in context or in a dictionary).	analogies or allusions to other texts.

Туре		Description of Change		2023 NJSLS-ELA		2016 NJSLS-ELA
Indicator	•	Added C.	L.\	/L.9-10.3. Determine or clarify the	L.9	-10.4. Determine or clarify the meaning of
Text	•	C became D.	me	eaning of unknown and multiple-	unl	known and multiple-meaning words and
	•	D became E.	me	eaning words and phrases based on	phi	rases based on grades 9–10 reading and
			gra	ades 9–10 reading and content,	cor	ntent, choosing flexibly from a range of
			inc	luding technical meanings, choosing	stra	ategies.
			fle	xibly from a range of strategies.	A.	Use context (e.g., the overall meaning of a
			A.	Use context (e.g., the overall meaning		sentence, paragraph, or text; a word's
				of a sentence, paragraph, or text; a		position or function in a sentence) as a clue
				word's position or function in a		to the meaning of a word or phrase.
				sentence) as a clue to the meaning of	B.	Identify and correctly use patterns of word
				a word or phrase.		changes that indicate different meanings or
			В.	Identify and correctly use patterns of		parts of speech (e.g., analyze, analysis,
				word changes that indicate different		analytical; advocate, advocacy).
				meanings or parts of speech (e.g.,	C.	Consult general and specialized reference
				analyze, analysis, analytical; advocate,		materials (e.g., dictionaries, glossaries,
				advocacy).		thesauruses), both print and digital, to find
			C.	Analyze the cumulative impact of		the pronunciation of a word or determine
				specific word choices on meaning and		or clarify its precise meaning, its part of
				tone (e.g., how the language of a		speech, or its etymology.
				court opinion differs from that of a	D.	Verify the preliminary determination of the
				newspaper).		meaning of a word or phrase (e.g., by
			D.	Consult general and specialized		checking the inferred meaning in context or
				reference materials (e.g., dictionaries,		in a dictionary).
				glossaries, thesauruses), both print	RI.S	9-10.4. Determine the meaning of words and
				and digital, to find the pronunciation	phi	rases as they are used in a text, including
				of a word or determine or clarify its	figu	urative, connotative, and technical
				precise meaning, its part of speech, or		anings; analyze the cumulative impact of
				its etymology.	spe	ecific word choices on meaning and tone
			E.	Verify the preliminary determination	(e.	g., how the language of a court opinion
				of the meaning of a word or phrase	diff	fers from that of a newspaper).
				(e.g., by checking the inferred		
				meaning in context or in a dictionary).		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added C.	L.VL.11-12.3. Determine or clarify the	L.11-12.4. Determine or clarify the meaning of
Text	C became D.	meaning of unknown and multiple-	unknown and multiple-meaning words and
	D became E.	meaning words and phrases based on	phrases based on grades 11–12 reading and
		grades 11–12 reading and content,	content, choosing flexibly from a range of
		including technical meanings, choosing	strategies.
		flexibly from a range of strategies.	A. Use context (e.g., the overall meaning of a
		A. Use context (e.g., the overall meaning	sentence, paragraph, or text; a word's
		of a sentence, paragraph, or text; a	position or function in a sentence) as a clue
		word's position or function in a	to the meaning of a word or phrase.
		sentence) as a clue to the meaning of	B. Identify and correctly use patterns of word
		a word or phrase.	changes that indicate different meanings or
		B. Identify and correctly use patterns of	parts of speech (e.g., conceive, conception,
		word changes that indicate different	conceivable).
		meanings or parts of speech (e.g.,	C. Consult general and specialized reference
		conceive, conception, conceivable).	materials (e.g., dictionaries, glossaries,
		C. Analyze how an author or speaker	thesauruses), both print and digital, to find
		uses and refines the meaning of a key	the pronunciation of a word or determine
		term or terms over the course of a	or clarify its precise meaning, its part of
		text or discussion.	speech, its etymology, or its standard
		D. Consult general and specialized	usage.
		reference materials (e.g., dictionaries,	D. Verify the preliminary determination of the
		glossaries, thesauruses), both print	meaning of a word or phrase (e.g., by
		and digital, to find the pronunciation	checking the inferred meaning in context or
		of a word or determine or clarify its	in a dictionary).
		precise meaning, its part of speech, its	RI.11-12.4. Determine the meaning of words
		etymology, or its standard usage.	and phrases as they are used in a text, including
		E. Verify the preliminary determination	figurative, connotative, and technical
		of the meaning of a word or phrase	meanings; analyze how an author uses and
		(e.g., by checking the inferred	refines the meaning of a key term or terms over

Туре	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.

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

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added C.	L.VI.2.3. Demonstrate understanding of	L.2.5. Demonstrate understanding of figurative
Text		figurative language, word relationships	language, word relationships and nuances in
		and nuances in word meanings.	word meanings.
		A. Identify real-life connections between	A. Identify real-life connections between
		words and their use (e.g., describe	words and their use (e.g., describe foods
		foods that are spicy or juicy).	that are spicy or juicy).
		B. Distinguish shades of meaning among	B. Distinguish shades of meaning among
		closely related verbs (e.g., toss, throw,	closely related verbs (e.g., toss, throw,
		hurl) and closely related adjectives	hurl) and closely related adjectives (e.g.,
		(e.g., thin, slender, skinny, scrawny).	thin, slender, skinny, scrawny).
		C. Describe how words and phrases	RL.2.4. Describe how words and phrases (e.g.,
		(e.g., regular beats, alliteration,	regular beats, alliteration, rhymes, repeated
		rhymes, repeated lines) supply	lines) supply rhythm and meaning in a story,
		rhythm and meaning in a story,	poem, or song.
		poem, or song.	
Indicator	n/a	L.VI.3.3. Demonstrate understanding of	L.3.5. Demonstrate understanding of figurative
		figurative language, word relationships	language, word relationships and nuances in
		and nuances in word meanings.	word meanings.
		A. Distinguish the literal and nonliteral	A. Distinguish the literal and nonliteral
		meanings of words and phrases in	meanings of words and phrases in context
		context (e.g., take steps).	(e.g., take steps).
		B. Identify real-life connections between	B. Identify real-life connections between
		words and their use (e.g., describe	words and their use (e.g., describe people
		people who are friendly or helpful).	who are friendly or helpful).
		C. Distinguish shades of meaning among	C. Distinguish shades of meaning among
		related words that describe states of	related words that describe states of mind
		mind or degrees of certainty (e.g.,	or degrees of certainty (e.g., knew,
		knew, believed, suspected, heard,	believed, suspected, heard, wondered).
		wondered).	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added B.	L.VI.4.3. Demonstrate understanding of	L.4.5. Demonstrate understanding of figurative
Text	B became C.	figurative language, word relationships,	language, word relationships, and nuances in
	C became D.	and nuances in word meanings.	word meanings.
		A. Explain the meaning of simple similes	A. Explain the meaning of simple similes and
		and metaphors (e.g., as pretty as a	metaphors (e.g., as pretty as a picture) in
		picture) in context.	context.
		B. Determine the meaning of words and	B. Recognize and explain the meaning of
		phrases that allude to significant	common idioms, adages, and proverbs.
		characters found in literature.	C. Demonstrate understanding of words by
		C. Recognize and explain the meaning of	relating them to their opposites
		common idioms, adages, and	(antonyms) and to words with similar but
		proverbs.	not identical meanings (synonyms).
		D. Demonstrate understanding of words	RL.4.4. Determine the meaning of words and
		by relating them to their opposites	phrases as they are used in a text, including
		(antonyms) and to words with similar	those that allude to significant characters
		but not identical meanings	found in literature.
		(synonyms).	
Indicator	n/a	L.VI.5.3. Demonstrate understanding of	L.5.5. Demonstrate understanding of figurative
		figurative language, word relationships,	language, word relationships, and nuances in
		and nuances in word meanings.	word meanings.
		A. Interpret figurative language,	A. Interpret figurative language, including
		including similes and metaphors, in	similes and metaphors, in context.
		context.	B. Recognize and explain the meaning of
		B. Recognize and explain the meaning of	common idioms, adages, and proverbs.
		common idioms, adages, and	C. Use the relationship between particular
		proverbs.	words (e.g., synonyms, antonyms,
		C. Use the relationship between	homographs) to better understand each of
		particular words (e.g., synonyms,	the words.
		antonyms, homographs) to better	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		understand each of the words.	
Indicator	Added C.	L.VI.6.4. Demonstrate understanding of	L.6.5. Demonstrate understanding of figurative
Text	C became D.	figurative language, word relationships,	language, word relationships, and nuances in
		and nuances in word meanings.	word meanings.
		A. Interpret figures of speech (e.g.,	A. Interpret figures of speech (e.g.,
		personification) in context.	personification) in context.
		B. Use the relationship between	B. Use the relationship between particular
		particular words (e.g., cause/effect,	words (e.g., cause/effect, part/whole,
		part/whole, item/category) to better	item/category) to better understand each
		understand each of the words.	of the words.
		C. Analyze the impact of a specific word	C. Distinguish among the connotations
		choice on meaning and tone.	(associations) of words with similar
		D. Distinguish among the connotations	denotations (definitions) (e.g., stingy,
		(associations) of words with similar	scrimping, economical, unwasteful, thrifty).
		denotations (definitions) (e.g., stingy,	RL.6.4. Determine the meaning of words and
		scrimping, economical, unwasteful,	phrases as they are used in a text, including
		thrifty).	figurative and connotative meanings; analyze
			the impact of a specific word choice on
			meaning and tone.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added C.	L.VI.7.4. Demonstrate understanding of	L.7.5. Demonstrate understanding of figurative
Text	C became D.	figurative language, word relationships,	language, word relationships, and nuances in
		and nuances in word meanings.	word meanings.
		A. Interpret figures of speech (e.g.,	A. Interpret figures of speech (e.g., literary,
		literary, biblical, and mythological	biblical, and mythological allusions) in
		allusions) in context.	context.
		B. Use the relationship between	B. Use the relationship between particular
		particular words (e.g.,	words (e.g., synonym/antonym, analogy)
		synonym/antonym, analogy) to better	to better understand each of the words.
		understand each of the words.	C. Distinguish among the connotations
		C. Analyze the impact of rhymes and	(associations) of words with similar
		other repetitions of sound (e.g.,	denotations (definitions) (e.g., refined,
		alliteration) on a specific verse or	respectful, polite, diplomatic,
		stanza or a poem or section of a story	condescending).
		or drama.	RL.7.4. Determine the meaning of words and
		D. Distinguish among the connotations	phrases as they are used in a text, including
		(associations) of words with similar	figurative and connotative meanings; analyze
		denotations (definitions) (e.g., refined,	the impact of rhymes and other repetitions of
		respectful, polite, diplomatic,	sounds (e.g., alliteration) on a specific verse or
		condescending).	stanza of a poem or section of a story or
			drama.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added D.	L.VI.8.4. Demonstrate understanding of	L.8.5. Demonstrate understanding of figurative
Text		figurative language, word relationships,	language, word relationships, and nuances in
		and nuances in word meanings.	word meanings.
		A. Interpret figures of speech (e.g. verbal	A. Interpret figures of speech (e.g. verbal
		irony, puns) in context.	irony, puns) in context.
		B. Use the relationship between	B. Use the relationship between particular
		particular words to better understand	words to better understand each of the
		each of the words.	words.
		C. Analyze the impact of specific word	C. Distinguish among the connotations
		choices on meaning and tone,	(associations) of words with similar
		including analogies or allusions to	denotations (definitions) (e.g., bullheaded,
		other texts.	willful, firm, persistent, resolute).
		D. Distinguish among the connotations	RL.8.4. Determine the meaning of words and
		(associations) of words with similar	phrases as they are used in a text, including
		denotations (definitions) (e.g.,	figurative and connotative meanings; analyze
		bullheaded, willful, firm, persistent,	the impact of specific word choices on meaning
		resolute).	and tone, including analogies or allusions to
			other texts.

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

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

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "literary" in RL.CR.K.1.	RL.CR.K.1. With prompting and support, ask	RL.K.1. With prompting and support, ask and
Text		and answer questions about key details in a	answer questions about key details in a text
		literary text (e.g., who, what, where, when,	(e.g., who, what, where, when, why, how).
		why, how).	RI.K.1. With prompting and support, ask and
		RI.CR.K.1. With prompting and support, ask	answer questions about key details in a text.
		and answer questions about key details in an	
		informational text (e.g., who, what, where,	
		when, why, how).	
Indicator	Added "ask and answer questions	RL.CR.1.1. Ask and answer questions about	RL.1.1. Ask and answer questions about key
Text	about key details in an informational	key details in a literary text (e.g., who, what,	details in a text.
	text (e.g., who, what, where, when,	where, when, why, how).	RI.1.2. Identify the main topic and retell key
	why, how)" in RI.CR.1.1.	RI.CR.1.1. Ask and answer questions about	details of a text.
		key details in an informational text (e.g.,	
		who, what, where, when, why, how).	
Indicator	Added "literary" in RL.CR.2.1.	RL.CR.2.1. Ask and answer questions to	RL.2.1. Ask and answer such questions as who,
Text	Added "demonstrate	demonstrate understanding of key details in a	what, where, when, why, and how to
	understanding of key details in an	literary text, referring explicitly to the text as	demonstrate understanding of key details in a
	informational text, referring	the basis for the answers.	text.
	explicitly to the text as the basis	RI.CR.2.1. Ask and answer questions to	RI.2.1. Ask and answer such questions as who,

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	for the answers" to RI.CR.2.1.	demonstrate understanding of key details in	what, where, when, why, and how to
		an informational text, referring explicitly to	demonstrate understanding of key details in a
		the text as the basis for the answers.	text.
Indicator	Added "literary" and "textual	RL.CR.3.1. Ask and answer questions and	RL.3.1. Ask and answer questions, and make
Text	evidence" to RL.CR.3.1.	make relevant connections to demonstrate	relevant connections to demonstrate
	Added "an informational" to	understanding of a literary text, referring	understanding of a text, referring explicitly to
	RI.CR.3.1.	explicitly to textual evidence as the basis for	the text as the basis for the answers.
		the answers.	RI.3.1. Ask and answer questions, and make
		RI.CR.3.1. Ask and answer questions and	relevant connections to demonstrate
		make relevant connections to demonstrate	understanding of a text, referring explicitly to
		understanding of an informational text,	the text as the basis for the answers.
		referring explicitly to textual evidence as the	
		basis for the answers.	
Indicator	Added "literary" to RL.CR.4.1.	RL.CR.4.1. Refer to details and examples as	RL.4.1. Refer to details and examples in a text
Text	Added "an informational" to	textual evidence when explaining what a	and make relevant connections when
	RI.CR.4.1.	literary text says explicitly and make relevant	explaining what the text says explicitly and
		connections when drawing inferences from	when drawing inferences from the text.
		the text.	RI.4.1. Refer to details and examples in a text
		RI.CR.4.1. Refer to details and examples as	and make relevant connections when
		textual evidence when explaining what an	explaining what the text says explicitly and
		informational text says explicitly and make	when drawing inferences from the text.
		relevant connections when drawing	
		inferences from the text.	
Indicator	Added "literary" to RL.CR.5.1.	RL.CR.5.1. Quote accurately from a literary	RL.5.1. Quote accurately from a text, and
Text	Added "an informational" to	text when explaining what the text says	make relevant connections when explaining
	RI.CR.5.1.	explicitly and make relevant connections	what the text says explicitly and when
		when drawing inferences from the text.	drawing inferences from the text.
		RI.CR.5.1. Quote accurately from an	RI.5.1. Quote accurately from a text and make
		informational text when explaining what the	relevant connections when explaining what

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		text says explicitly and make relevant	the text says explicitly and when drawing
		connections when drawing inferences from	inferences from the text.
		the text.	
Indicator	Added "a literary" to RL.CR.6.1.	RL.CR.6.1. Cite textual evidence and make	RL.6.1. Cite textual evidence and make
Text	Added "an informational" to	relevant connections to support analysis of	relevant connections to support analysis of
	RI.CR.6.1.	what a literary text says explicitly, as well as	what the text says explicitly as well as
		inferences drawn from the text.	inferences drawn from the text.
		RI.CR.6.1. Cite textual evidence and make	RI.6.1. Cite textual evidence and make
		relevant connections to support analysis of	relevant connections to support analysis of
		what an informational text says explicitly, as	what the text says explicitly as well as
		well as inferences drawn from the text.	inferences drawn from the text.
Indicator	Added "a literary" to RL.CR.7.1.	RL.CR.7.1. Cite several pieces of textual	RL.7.1. Cite several pieces of textual evidence
Text	Added "an informational" to	evidence and make relevant connections to	and make relevant connections to support
	RI.CR.7.1.	support analysis of what a_literary text says	analysis of what the text says explicitly as well
		explicitly, as well as inferences drawn from	as inferences drawn from the text.
		the text.	RI.7.1. Cite several pieces of textual evidence
		RI.CR.7.1. Cite several pieces of textual	and make relevant connections to support
		evidence and make relevant connections to	analysis of what the text says explicitly as well
		support analysis of what an informational text	as inferences drawn from the text.
		says explicitly, as well as inferences drawn	
		from the text.	
Indicator	Added "a range of" to RL.CR.8.1.	RL.CR.8.1. Cite a range of textual evidence	RL.8.1. Cite the textual evidence and make
Text	Added "a range of" to RI.CR.8.1.	and make clear and relevant connections to	relevant connections that most strongly
	Added "(including informational	strongly support an analysis of multiple	supports an analysis of what the text says
	text features such as charts,	aspects of what a literary text says explicitly,	explicitly as well as inferences drawn from the
	graphs, and diagrams)" to	as well as inferences drawn from the text.	text.
	RI.CR.8.1.	RI.CR.8.1. Cite a range of textual evidence and	RI.8.1. Cite the textual evidence and make
	Added "of multiple aspects of	make clear and relevant connections	relevant connections that most strongly
		(including informational text features such as	supports an analysis of what the text says

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	what an informational text" to	charts, graphs, and diagrams) to strongly	explicitly as well as inferences drawn from the
	RI.CR.8.1.	support an analysis of multiple aspects of	text.
		what an informational text says explicitly, as	
		well as inferences drawn from the text.	
Indicator	Added "a range of," "clear and,"	RL.CR.9-10.1. Cite a range of thorough textual	RL.9-10.1. Cite strong and thorough textual
Text	"strongly," "a literary text," and	evidence and make clear and relevant	evidence and make relevant connections to
	"as well as interpretations of the	connections to strongly support an analysis of	support analysis of what the text says
	text" to RL.CR.9-10.1.	multiple aspects of what a literary text says	explicitly as well as inferentially, including
	Added "a range of," "clear and,"	explicitly and inferentially, as well as	determining where the text leaves matters
	"strongly," "multiple aspects of	interpretations of the text; this may include	uncertain.
	what an informational," and "as	determining where the text leaves matters	RI.9-10.1. Accurately cite strong and thorough
	well as interpretations of the text"	uncertain.	textual evidence, (e.g., via discussion, written
	to RI.CR.9-10.1.	RI.CR.9-10.1. Cite a range of thorough textual	response, etc.) and make relevant
		evidence and make clear and relevant	connections, to support analysis of what the
		connections to strongly support an analysis of	text says explicitly as well as inferentially,
		multiple aspects of what an informational	including determining where the text leaves
		text says explicitly and inferentially, as well as	matters uncertain.
		interpretations of the text.	
Indicator	Added "accurately," "a range of,"	RL.CR.11-12.1. Accurately cite a range of	RL.11-12.1. Cite strong and thorough textual
Text	"thorough," "comprehensive,"	thorough textual evidence and make relevant	evidence and make relevant connections to
	"multiple aspects," "inferentially,"	connections to strongly support a	support analysis of what the text says
	and "interpretations of the text"	comprehensive analysis of multiple_aspects of	explicitly as well as inferences drawn from the
	to RL.CR.11-12.1.	what a literary text says explicitly and	text, including determining where the text
	Added "a range of," "thorough,"	inferentially, as well as interpretations of the	leaves matters uncertain.
	"relevant connections to,"	text; this may include determining where the	RI.11-12.1. Accurately cite strong and
	"comprehensive," "multiple	text leaves matters uncertain.	thorough textual evidence, (e.g., via
	aspects," "informational," and "as	RI.CR.11-12.1. Accurately cite a range of	discussion, written response, etc.), to support
	well as interpretations of the text"	thorough textual evidence and make relevant	analysis of what the text says explicitly as well
	to RI.CR.11-12.1.	connections to strongly support a	as inferentially, including determining where

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

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "central message and," and	RL.CI.K.2. With prompting and support,	RL.K.2. With prompting and support, retell
Text	"literary" to RL.CI.K.2.	identify the central message and retell	familiar stories, including key details (e.g.,
	Added "and key details of an	familiar literary texts, including key details	who, what, where, when, why, how).
	informational text (e.g., who,	(e.g., who, what, where, when, why, how).	RI.K.2. With prompting and support, identify
	what, where, when, why, how)" to	RI.CI.K.2. With prompting and support,	the main topic and retell key details of a text.
	RI.CI.K.2	identify the main topic and key details of an	
		informational text (e.g., who, what, where,	
		when, why, how).	
Indicator	Changed "retell stories, including	RL.CI.1.2. Determine central message and	RL.1.2. Retell stories, including key details, and
Text	key details, and demonstrate	retell a sequence of events in literary texts	demonstrate understanding of their central
	understanding of their central	(e.g., who, what, where, when, why, how).	message or lesson.
	message or lesson" to "Determine	RI.CI.1.2. Determine main topic and retell a	RI.1.2 Ask and answer questions about key
	central message and retell a	series of key details in informational texts	details in a text.
	sequence of events in literary	(e.g., who, what, where, when, why, how).	
	texts (e.g., who, what, where,		
	when, why, how)" in RL.Cl.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.		
Indicator	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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Text	form and determine," and "in literary texts (e.g., fables and folktales from diverse cultures)" to RL.CI.2.2. • Added "Recount a text in oral and written form and determine" and "informational" to RI.CI.2.2.	form and determine central message in literary texts (e.g. fables and folktales from diverse cultures). RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multiparagraph informational text, focusing on specific paragraphs).	folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Indicator Text	 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 multiparagraph informational text)" to RI.CI.3.2. 	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). 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).	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. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
Indicator Text	 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.Cl.4.2. Changed "Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the 	RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text. RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Туре	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.Cl.4.2.		
Indicator	Changed "Determine the key	RL.CI.5.2. Determine the theme of a literary	RL.5.2. Determine the key details in a story,
Text	details in a story, drama or poem	text (e.g. stories, plays or poetry) explain	drama or poem to identify the theme and to
	to identify the theme and to	how it is supported by key details;	summarize the text.
	summarize the text" to	summarize the text.	RI.5.2. Determine two or more main ideas of a
	"Determine the theme of a literary	RI.CI.5.2. Determine the central idea of an	text and explain how they are supported by
	text (e.g. stories, plays or poetry)	informational text and explain how it is	key details; summarize the text.
	explain how it is supported by key	supported by key details; summarize the text.	
	details; summarize the text" in		
	RL.CI.5.2.		
	Added "the central idea" and		
	"informational" to RI.CI.5.2.		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed "Determine a theme or	RL.CI.6.2. Determine the theme of a literary	RL.6.2. Determine a theme or central idea of a
Text	central idea of a text and how it is	text (e.g., stories, plays or poetry) and	text and how it is conveyed through particular
	conveyed through particular	explain how it is supported by key details;	details; provide a summary of the text distinct
	details; provide a summary of the	provide a summary of the text distinct from	from personal opinions or judgments.
	text distinct from personal	personal opinions or judgments.	RI.6.2. Determine a central idea of a text and
	opinions or judgments" to	RI.CI.6.2. Determine the central idea of an	how it is conveyed through particular details;
	"Determine the theme of a literary	informational text, and explain how it is	provide a summary of the text distinct from
	text (e.g., stories, plays or poetry)	supported by key details; provide a summary	personal opinions or judgments.
	and explain how it is supported by	of the text distinct from personal opinions or	
	key details; provide a summary of	judgments.	
	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.		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "conveyed through	RL.CI.7.2. Determine the theme in a literary	RL.7.2. Determine a theme or central idea of a
Text	particular details," "provide a	text (e.g. stories, plays or poetry) explain how	text and analyze its development over the
	summary of," and "distinct from	it is conveyed through particular details;	course of the text; provide an objective
	personal opinions or judgments"	provide a summary of the text distinct from	summary of the text.
	to RL.CI.7.2.	personal opinions or judgments.	RI.7.2. Determine two or more central ideas in
	Added "conveyed through	RI.CI.7.2. Determine a central idea in an	a text and analyze their development over the
	particular details," "provide a	informational text and explain how it is	course of the text; provide an objective
	summary of," and "distinct from	conveyed through particular details; provide	summary of the text.
	personal opinions or judgments"	a summary of the text distinct from personal	
	to RI.CI.7.2.	opinions or judgments.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed "Determine a theme or	RL.CI.8.2. Determine the theme of a literary	RL.8.2. Determine a theme or central idea of a
Text	central idea of a text and analyze	text and how it is conveyed through	text and analyze its development over the
	its development over the course	particular details; provide a summary of the	course of the text, including its relationship to
	of the text, including its	text distinct from personal opinions or	the characters, setting, and plot; provide an
	relationship to the characters,	judgments.	objective summary of the text.
	setting, and plot; provide an	RI.CI.8.2. Determine a central idea of an	RI.8.2. Determine a central idea of a text and
	objective summary of the text" to	informational text and how it is conveyed	analyze its development over the course of
	"Determine the theme of a literary	through particular details; provide a	the text, including its relationship to
	text and how it is conveyed	summary of the text distinct from personal	supporting ideas; provide an objective
	through particular details; provide	opinions or judgments.	summary of the text.
	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.		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "literary" in RL.CI.9-10.2.	RL.CI.9-10.2. Determine one or more themes	RL.9-10.2. Determine a theme or central idea
Text	Added "one or more central ideas	of a literary text and analyze how it is	of a text and analyze in detail its development
	of an informational text" and	developed and refined over the course of a	over the course of the text, including how it
	"including how it emerges" in	text, including how it emerges and is shaped	emerges and is shaped and refined by specific
	RI.CI.9-10.2.	by specific details; provide an objective	details and provide an objective summary of
		summary of the text.	the text.
		RI.CI.9-10.2. Determine one or more central	RI.9-10.2. Determine a central idea of a text
		ideas of an informational text and analyze	and analyze how it is developed and refined
		how it is developed and refined over the	by specific details; provide an objective
		course of a text, including how it emerges	summary of the text.
		and is shaped by specific details; provide an	
		objective summary of the text.	
Indicator	Added "literary" and "developed	RL.CI.11-12.2. Determine two or more themes	RL.11-12.2. Determine two or more themes or
Text	and refined" in RL.CI.11-12.2	of a literary text and analyze how they are	central ideas of a text and analyze their
	Added "informational" and	developed and refined over the course of a	development over the course of the text,
	"developed and refined over the	text including how they interact and build on	including how they interact and build on one
	course of a text" in RI.CI.11-12.2.	one another to produce a complex account or	another to produce a complex account;
		analysis; provide an objective summary of the	provide an objective summary of the text.
		text.	RI.11-12.2. Determine two or more central
		RI.CI.11-12.2. Determine two or more central	ideas of a text, and analyze their development
		ideas of an informational text and analyze	and how they interact to provide a complex
		how they are developed and refined over the	analysis; provide an objective summary of the
		course of a text including how they interact	text.
		and build on one another to produce a	
		complex account or analysis; provide an	
		objective summary of the text.	

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.

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		series of historical events, scientific ideas or	series of historical events, scientific ideas or
		concepts, or steps in technical procedures in a	concepts, or steps in technical procedures in a
		text, using language that pertains to time,	text, using language that pertains to time,
		sequence, and cause-effect.	sequence, and cause/effect.
Indicator	Changed "Describe in depth a	RL.IT.4.3. Describe the impact of individuals	RL.4.3. Describe in depth a character, setting,
Text	character, setting, or event in a	and events throughout the course of a text,	or event in a story or drama, drawing on
	story or drama, drawing on	using an in-depth analysis of the character,	specific details in the text (e.g., a character's
	specific details in the text (e.g., a	setting, or event that draws on textual	thoughts, words, or actions).
	character's thoughts, words, or	evidence.	RI.4.3. Explain events, procedures, ideas, or
	actions)" to "Describe the impact	RI.IT.4.3. Describe the impact of individuals	concepts in a historical, scientific, or technical
	of individuals and events	and events throughout the course of a text,	text, including what happened and why,
	throughout the course of a text,	explaining events, procedures, ideas, or	based on specific information in the text.
	using an in-depth analysis of the	concepts in a historical, scientific, or	
	character, setting, or event that	technical text, including what happened and	
	draws on textual evidence" in	why, based on evidence in the text.	
	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		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	evidence in the text" in RI.IT.4.3.		
Indicator	Changed "Compare and contrast	RL.IT.5.3. Analyze the impact of two or more	RL.5.3. Compare and contrast two or more
Text	two or more characters, settings,	individuals and events throughout the course	characters, settings, or events in a story or
	or events in a story or drama,	of a text, comparing and contrasting two or	drama, drawing on specific details in the text
	drawing on specific details in the	more characters, settings, or events in a	(e.g., how characters interact).
	text (e.g., how characters	story or drama, drawing on specific textual	RI.5.3. Explain the relationships or
	interact)" to "Analyze the impact	evidence (e.g., how characters interact).	interactions between two or more individuals,
	of two or more individuals and	RI.IT.5.3. Analyze the impact of two or more	events, ideas, or concepts in a historical,
	events throughout the course of a	individuals and events throughout the course	scientific, or technical text based on specific
	text, comparing and contrasting	of a text, explaining the relationships or	information in the text.
	two or more characters, settings,	interactions between two or more individuals,	
	or events in a story or drama,	events, ideas, or concepts in a historical,	
	drawing on specific textual	scientific, or technical text based on specific	
	evidence (e.g., how characters	evidence in the text.	
	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.		
Indicator	Added "Analyze how a particular	RL.IT.6.3. Analyze how a particular text's	RL.6.3. Describe how a particular story's or
Text	text's structure" and "use textual	structure unfolds in a series of episodes and	drama's plot unfolds in a series of episodes as
	evidence" to RL.IT.6.3.	use textual evidence to describe how the	well as how the characters respond or change
	Added "how a particular text's	characters respond or change as the plot	as the plot moves toward a resolution.
	(e.g. article, brochure, technical	moves toward a resolution.	RI.6.3. Analyze in detail how a key individual,
	manual, procedural text)	RI.IT.6.3. Analyze how a particular text's (e.g.	event, or idea is introduced, illustrated, and
	structure unfolds by using textual	article, brochure, technical manual,	elaborated in a text (e.g., through examples
	evidence" to RI.IT.6.3.	procedural text) structure unfolds by using	or anecdotes).
		textual evidence to describe how a key	
		individual, event, or idea is introduced,	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		illustrated, and elaborated on in a text.	
Indicator	Changed "Analyze how particular	RL.IT.7.3. Analyze how particular elements of	RL.7.3. Analyze how particular elements of a
Text	elements of a story or drama	a text interact, including how particular lines	story or drama interact (e.g., how setting
	interact (e.g., how setting shapes	of dialogue or incidents in a story or drama	shapes the characters or plot).
	the characters or plot)" to	propel the action, reveal aspects of a	RI.7.3. Analyze the interactions between
	"Analyze how particular elements	character, or provoke a decision.	individuals, events, and ideas in a text (e.g.,
	of a text interact, including how	RI.IT.7.3. Analyze how particular elements of	how ideas influence individuals or events, or
	particular lines of dialogue or	a text interact, including how a text makes	how individuals influence ideas or events).
	incidents in a story or drama	connections and distinctions among	
	propel the action, reveal aspects	individuals, ideas, or events (e.g., through	
	of a character, or provoke a	comparisons, analogies, or categories).	
	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.		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed "Analyze how particular	RL.IT.8.3. Analyze how particular elements of	RL.8.3. Analyze how particular lines of
Text	lines of dialogue or incidents in a	a text interact (e.g., how setting shapes the	dialogue or incidents in a story or drama
	story or drama propel the action,	characters or plot, how ideas influence	propel the action, reveal aspects of a
	reveal aspects of a character, or	individuals or events, or how characters	character, or provoke a decision.
	provoke a decision" to "Analyze	influence ideas or events) across multiple	RI.8.3. Analyze how a text makes connections
	how particular elements of a text	text types, including across literary and	among and distinctions between individuals,
	interact (e.g., how setting shapes	informational texts.	ideas, or events (e.g., through comparisons,
	the characters or plot, how ideas	RI.IT.8.3. Analyze how particular elements of	analogies, or categories).
	influence individuals or events, or	a text interact (e.g., how contexts influence	
	how characters influence ideas or	individuals or events, or how individuals	
	events) across multiple text types,	influence ideas or events) across multiple	
	including across literary and	text types, including across literary and	
	informational texts" in RL.IT.8.3.	informational texts.	
	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.		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "how an author unfolds	RL.IT.9-10.3. Analyze how an author unfolds	RL.9-10.3. Analyze how complex characters
Text	and develops ideas throughout a	and develops ideas throughout a text,	(e.g., those with multiple or conflicting
	text, including" to RL.IT.9-10.3.	including how complex characters (e.g., those	motivations) develop over the course of a
	Added "develops ideas	with multiple or conflicting motivations)	text, interact with other characters, and
	throughout the text, including	develop, interact with other characters, and	advance the plot or develop the theme.
	how an idea or series of ideas or	advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an
	events develop" to RI.IT.9-10.3.	RI.IT.9-10.3. Analyze how an author unfolds	analysis or series of ideas or events, including
		and develops ideas throughout the text,	the order in which the points are made, how
		including how an idea or series of ideas or	they are introduced and developed, and the
		events develop, including the order in which	connections that are drawn between them.
		points are made, how they are introduced	
		and developed, and the connections that are	
		drawn between them.	
Indicator	Added "as they develop ideas	RL.IT.11-12.3. Analyze the impact of an	RL.11-12.3. Analyze the impact of the author's
Text	throughout the text regarding" to	author's choices as they develop ideas	choices regarding how to develop and relate
	RL.IT.11-12.3.	throughout the text regarding how they	elements of a story or drama (e.g., where a
	Added "impact of an author's	develop and relate elements of a story or	story is set, how the action is ordered, how
	choices as they develop ideas	drama (e.g., where a story is set, how the	the characters are introduced and
	throughout the text regarding" to	action is ordered, how the characters are	developed).
	RI.IT.11-12.3.	introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or
		RI.IT.11-12.3. Analyze the impact of an	sequence of events and explain how specific
		author's choices as they develop ideas	individuals, ideas, or events interact and
		throughout the text regarding_a complex set	develop over the course of the text.
		of ideas or sequence of events, and explain	
		how specific individuals, ideas, or events	
		interact and develop.	

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "and identify features of	RL.TS.K.4. Recognize common types of literary	RL.K.5. Recognize common types of texts (e.g.,
Text	print (front cover, back cover, and	texts (e.g. storybooks, poems) and identify	storybooks, poems).
	title page of a book)" to RL.TS.K.4.	features of print (front cover, back cover, and	RI.K.5. Identify the front cover, back cover,
	Added "Recognize common types	title page of a book).	and title page of a book.
	of informational texts (e.g.	RI.TS.K.4. Recognize common types of	
	biographies, recipes, how-to	informational texts (e.g. biographies, recipes,	
	manuals)" to RI.TS.K.4.	how-to manuals) and identify features of	
		print (front cover, back cover, and title page of	
		a book).	
Indicator	Added "With prompting and	RL.TS.1.4. With prompting and support,	RL.1.5. Explain major differences between
Text	support" and "recognizing	explain major differences between books that	books that tell stories and books that give
	organization and features of	tell stories and books that give information,	information, drawing on a wide reading of a
	literary texts (e.g., follows a story	recognizing organization and features of	range of text types.
	line, chronology of events,	literary texts (e.g., follows a story line,	RI.1.5. Know and use various text features
	interprets illustrations)" to	chronology of events, interprets illustrations)	(e.g., headings, tables of contents, glossaries,
	RL.TS.1.4.	while drawing on a wide reading of a range of	electronic menus, icons) to locate key facts or
	Added "With prompting and	text types.	information in a text.
	support, explain major differences	RI.TS.1.4. With prompting and support,	
	between books that tell stories	explain major differences between books	
	and books that give information,	that tell stories and books that give	
	identifying various text features"	information, identifying various text features	
	and "while drawing on a wide	(e.g., headings, tables of contents, glossaries,	
	reading of a range of text types"	electronic menus, icons) to locate key facts or	
	to RI.TS.1.4.	information in a text while drawing on a wide	
		reading of a range of text types.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "Describe the overall structure	RL.TS.2.4. Describe the overall structure of a	RL.2.5. Describe the overall structure of a
Text	of a text and effectively" and "graphs,	text, including how the beginning introduces	story, including describing how the beginning
	charts, images" to RI.TS.2.4.	the story and the ending concludes the action	introduces the story and the ending concludes
		identifying how each successive part builds on	the action identifying how each successive
		earlier sections.	part builds on earlier sections.
		RI.TS.2.4. Describe the overall structure of a	RI.2.5. Know and use various text features
		text and effectively use various text features	(e.g., captions, bold print, subheadings,
		(e.g., graphs, charts, images, captions, bold	glossaries, indexes, electronic menus, icons) to
		print, subheadings, glossaries, indexes,	locate key facts or information in a text
		electronic menus, icons) to locate key facts or	efficiently.
		information.	
Indicator	Added "Utilize and reference	RL.TS.3.4. Utilize and reference features of a	RL.3.5. Refer to parts of stories, dramas, and
Text	features of a text" to RL.TS.3.4.	text when writing or speaking about a text,	poems when writing or speaking about a text,
	Added "Utilize and reference	referring to parts of stories, dramas, and	using terms such as chapter, scene, and
	features of a text" and "using text	poems, using terms such as chapter, scene,	stanza; describe how each successive part
	features (e.g., graphics, images,	and stanza; describe how each successive part	builds on earlier sections.
	captions, headings)" to RI.TS.3.4.	builds on earlier sections.	RI.3.5. Use text features and search tools (e.g.,
		RI.TS.3.4. Utilize and reference features of a	key words, sidebars, hyperlinks) to locate
		text when writing or speaking about a text,	information relevant to a given topic
		using text features (e.g., graphics, images,	efficiently.
		captions, headings) and search tools (e.g., key	
		words, sidebars, hyperlinks) to locate and	
		integrate information relevant to a given topic	
		efficiently.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	RL.TS.4.4. Explain major differences in	RL.4.5. Explain major differences between
		structure between poems, drama, and prose,	poems, drama, and prose, and refer to the
		and refer to the structural elements of poems	structural elements of poems (e.g., verse,
		(e.g., verse, rhythm, meter) and drama (e.g.,	rhythm, meter) and drama (e.g., casts of
		casts of characters, settings, descriptions,	characters, settings, descriptions, dialogue,
		dialogue, stage directions) when writing or	stage directions) when writing or speaking
		speaking about a text.	about a text.
		RI.TS.4.4. Describe the overall structure (e.g.,	RI.4.5. Describe the overall structure (e.g.,
		chronology, comparison, cause/effect,	chronology, comparison, cause/effect,
		problem/solution) of events, ideas, concepts,	problem/solution) of events, ideas, concepts,
		or information in a text or part of a text.	or information in a text or part of a text.
Indicator	n/a	RL.TS.5.4. Explain how a series of chapters,	RL.5.5. Explain how a series of chapters,
		scenes, or stanzas fits together to provide the	scenes, or stanzas fits together to provide the
		overall structure of a particular story, drama,	overall structure of a particular story, drama,
		or poem.	or poem.
		RI.TS.5.4. Compare and contrast the overall	RI.5.5. Compare and contrast the overall
		structure (e.g., chronology, comparison,	structure (e.g., chronology, comparison,
		cause/effect, problem/solution) of events,	cause/effect, problem/solution) of events,
		ideas, concepts, or information in two or more	ideas, concepts, or information in two or more
		texts.	texts.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "e.g." to RL.TS.6.4.	RL.TS.6.4. Analyze how a particular piece (e.g.	RL.6.5. Analyze how a particular sentence,
Text	Changed "Analyze how a	chapter, scene, stanza, sentence, paragraph,	chapter, scene, or stanza fits into the overall
	particular sentence, paragraph,	chapter, or section) fits into the overall	structure of a text and contributes to the
	chapter, or section fits into the	structure of a text and contributes to the	development of the theme, setting, or plot.
	overall structure of a text and	development of the ideas, plot, setting, or	RI.6.5. Analyze how a particular sentence,
	contributes to the development of	theme.	paragraph, chapter, or section fits into the
	the ideas" to "Use text structures	RI.TS.6.4. Use text structures (e.g. cause-	overall structure of a text and contributes to
	(e.g. cause-effect, problem-	effect, problem-solution), search tools, and	the development of the ideas.
	solution), search tools, and genre	genre features (e.g., graphics, captions,	
	features (e.g., graphics, captions,	indexes) to locate and integrate information.	
	indexes) to locate and integrate		
	information" in RI.TS.6.4.		
Indicator	Added "the structure an author	RL.TS.7.4. Analyze the structure an author	RL.7.5. Analyze how a drama's or poem's form
Text	uses to organize a text and how it	uses to organize a text and how it contributes	or structure (e.g., soliloquy, sonnet)
	contributes to the text as a whole,	to the text as a whole, including how a	contributes to its meaning.
	including" to RL.TS.7.4.	drama's or poem's form or structure (e.g.,	RI.7.5. Analyze the structure an author uses to
	Added "including using knowledge	soliloquy, sonnet) contributes to its meaning.	organize a text, including how the major
	of text structures (e.g. cause-	RI.TS.7.4. Analyze the structure an author	sections contribute to the whole and to the
	effect, proposition-support) and	uses to organize a text and how it contributes	development of the ideas.
	genre features (e.g., graphics,	to the text as a whole, including using	
	captions, indexes) to organize and	knowledge of text structures (e.g. cause-	
	analyze important information" to	effect, proposition-support) and genre	
	RI.TS.7.4.	features (e.g., graphics, captions, indexes) to	
		organize and analyze important information.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	 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. 	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. 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.	RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RI.8.5. Analyze 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.
Indicator Text	 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. 	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). 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).	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). 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).
Indicator Text	Added "Evaluate the" and "effectiveness of" to RL.TS.11- 12.4.	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,	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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	Added "Evaluate the author's	the choice to provide a comedic or tragic	tragic resolution) contribute to its overall
	choices concerning the" to	resolution) and how they contribute to its	structure and meaning as well as its aesthetic
	RI.TS.11-12.4.	overall structure and meaning as well as its	impact.
		aesthetic impact.	RI.11-12.5. Analyze and evaluate the
		RI.TS.11-12.4. Evaluate the author's choices	effectiveness of the structure an author uses
		concerning the structure and the	in his or her exposition or argument, including
		effectiveness of the structure an author uses	whether the structure makes points clear,
		in his or her exposition or argument, including	convincing, and engaging.
		whether the structure makes points clear,	
		convincing, and engaging.	

Perspective and Purpose in Texts

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "With prompting and support"	RL.PP.K.5. With prompting and support, name	RL.K.6. With prompting and support, name the
Text	to RI.PP.K.5.	the author and illustrator of a story and define	author and illustrator of a story and define the
		the role of each in telling the story.	role of each in telling the story.
		RI.PP.K.5. With prompting and support, name	RI.K.6. Name the author and illustrator of a
		the author and illustrator of a text and define	text and define the role of each in presenting
		the role of each in presenting the ideas or	the ideas or information in a text.
		information in a text.	
Indicator	n/a	RL.PP.1.5. Identify who is telling the story at	RL.1.6. Identify who is telling the story at
		various points in a text.	various points in a text.
		RI.PP.1.5. Distinguish between information	RI.1.6. Distinguish between information
		provided by pictures or other illustrations and	provided by pictures or other illustrations and
		information provided by the words in a text.	information provided by the words in a text.
Indicator	Added "seeks to explore" to RI.PP.2.5.	RL.PP.2.5. Acknowledge differences in the	RL.2.6. Acknowledge differences in the points
Text		points of view of characters, including by	of view of characters, including by speaking in
		speaking in a different voice for each character	a different voice for each character when
		when reading dialogue aloud.	reading dialogue aloud.
		RI.PP.2.5. Identify the main purpose of a text,	RI.2.6. Identify the main purpose of a text,
		including what the author seeks to explore	including what the author wants to answer,
		answer, explain, or describe.	explain, or describe.
Indicator	n/a	RL.PP.3.5. Distinguish their own point of view	RL.3.6. Distinguish their own point of view
		from that of the narrator or those of the	from that of the narrator or those of the
		characters.	characters.
		RI.PP.3.5. Distinguish their own point of view	RI.3.6. Distinguish their own point of view from
		from that of the author of a text.	that of the author of a text.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "multiple accounts" and "noting	RL.PP.4.5. Compare and contrast the point of	RL.4.6. Compare and contrast the point of view
Text	important similarities and differences	view from which different stories are narrated,	from which different stories are narrated,
	in the point of view they represent" to	including the difference between first- and	including the difference between first- and
	RI.PP.4.5.	third-person narrations.	third-person narrations.
		RI.PP.4.5. Compare and contrast multiple	RI.4.6. Compare and contrast a firsthand and
		accounts of the same event or topic, noting	secondhand account of the same event or
		important similarities and differences in the	topic; describe the differences in focus and the
		point of view they represent.	information provided.
Indicator	Added "and how that may influence	RL.PP.5.5. Describe how a narrator's or	RL.5.6. Describe how a narrator's or speaker's
Text	the reader's interpretation" to	speaker's point of view influences how events	point of view influences how events are
	RL.PP.5.5 and RI.PP.5.5.	are described, and how that may influence the	described.
		reader's interpretation.	RI.5.6. Analyze multiple accounts of the same
		RI.PP.5.5. Analyze multiple accounts of the	event or topic, noting important similarities
		same event or topic, noting important	and differences in the point of view they
		similarities and differences in the point of view	represent.
		they represent and how that may influence	
		the reader's interpretation.	
Indicator	Added "perspective in a text	RL.PP.6.5. Determine how an author conveys	RL.6.6. Explain how an author develops the
Text	(through the narrator or speaker	or develops perspective in a text (through the	point of view of the narrator or speaker in a
	when appropriate)" to RL.PP.6.5.	narrator or speaker when appropriate).	text.
	 Added "Identify author's purpose, 	RI.PP.6.5. Identify author's purpose,	RI.6.6. Determine an author's point of view or
	perspective or potential bias" to	perspective or potential bias and explain the	purpose in a text and explain how it is
	RI.PP.6.5.	impact on the reader's interpretation.	conveyed in the text.
Indicator	Added "Determine how an author	RL.PP.7.5. Determine how an author conveys	RL.7.6. Analyze how an author develops and
Text	conveys or develops perspective or	or develops perspective or purpose in a text	contrasts the points of view of different
	purpose in a text through	through contrasting the points of view of	characters or narrators in a text.
	contrasting the" to RL.PP.7.5.	different characters or narrators in a text.	RI.7.6. Determine an author's point of view or
	Added "conveys or develops	RI.PP.7.5. Determine how an author conveys	purpose in a text and analyze how the author
		or develops perspective or purpose in a text	distinguishes his or her position from that of

Туре	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	 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. 	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). 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.	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. 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.
Indicator Text	 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 	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. 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.	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	the United States)" to RI.PP.9-10.5.		
Indicator	Changed "Analyze a case in which	RL.PP.11-12.5. Evaluate perspectives/lenses	RL.11-12.6. Analyze a case in which grasping a
Text	grasping a point of view requires	from two or more texts on related topics and	point of view requires distinguishing what is
	distinguishing what is directly	justify the more cogent viewpoint (e.g.	directly stated in a text from what is really
	stated in a text from what is really	different accounts of the same event or issue,	meant (e.g., satire, sarcasm, irony, or
	meant (e.g., satire, sarcasm, irony,	use of different media or formats).	understatement).
	or understatement)" to "Evaluate	RI.PP.11-12.5. Analyze an author's purpose in	RI.11-12.6. Determine an author's point of
	perspectives/lenses from two or	a text, distinguishing what is directly stated in	view or purpose in a text in which the rhetoric
	more texts on related topics and	a text or through rhetoric, analyzing how style	is particularly effective, analyzing how style
	justify the more cogent viewpoint	and content convey information and advance	and content contribute to the power,
	(e.g. different accounts of the	a point of view.	persuasiveness or beauty of the text.
	same event or issue, use of		
	different media or formats)" in		
	RI.PP.11-12.5.		

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.

Туре	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator	n/a	RL.MF.K.6. With prompting and support,	RL.K.7. With prompting and support, describe
		describe the relationship between illustrations	the relationship between illustrations and the
		and the story in which they appear (e.g., what	story in which they appear (e.g., what
		moment in a story an illustration depicts).	moment in a story an illustration depicts).
		RI.MF.K.6. With prompting and support,	RI.K.7. With prompting and support, describe
		describe the relationship between illustrations	the relationship between illustrations and the
		and the text in which they appear (e.g., what	text in which they appear (e.g., what person,
		person, place, thing, or idea in the text an	place, thing, or idea in the text an illustration
		illustration depicts).	depicts).
Indicator	Added "With prompting and	RL.MF.1.6. With prompting and support, use	RL.1.7. Use illustrations and details in a story
Text	support" to RL.MF.1.6.	illustrations and details in a story to describe	to describe its characters, setting, or events.
	Added "With prompting and	its characters, setting, or events.	RI.1.7. Use the illustrations and details in a
	support, use text features (e.g.	RI.MF.1.6. With prompting and support, use	text to describe its key ideas.
	diagrams, tables, animations)" to	text features (e.g. diagrams, tables,	
	RI.MF.1.6.	animations) to describe key ideas.	
Indicator	n/a	RL.MF.2.6. Use information gained from the	RL.2.7. Use information gained from the
		illustrations and words in a print or digital text	illustrations and words in a print or digital text
		to demonstrate understanding of its	to demonstrate understanding of its
		characters, setting, or plot.	characters, setting, or plot.
		RI.MF.2.6. Explain how specific illustrations	RI.2.7. Explain how specific illustrations and
		and images (e.g., a diagram showing how a	images (e.g., a diagram showing how a
		machine works) contribute to and clarify a	machine works) contribute to and clarify a
		text.	text.

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

Туре	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator	Changed "Draw on information from	RL.MF.5.6. Analyze how visual and multimedia	RL.5.7. Analyze how visual and multimedia
Text	multiple print or digital sources,	elements contribute to the meaning, tone, or	elements contribute to the meaning, tone, or
	demonstrating the ability to locate an	beauty of a text (e.g., graphic novel,	beauty of a text (e.g., graphic novel,
	answer to a question quickly or to	multimedia presentation of fiction, folktale,	multimedia presentation of fiction, folktale,
	solve a problem efficiently" to	myth, poem).	myth, poem).
	"Interpret information presented	RI.MF.5.6. Interpret information presented	RI.5.7. Draw on information from multiple
	visually, orally, or quantitatively (e.g.,	visually, orally, or quantitatively (e.g., in	print or digital sources, demonstrating the
	in charts, graphs, diagrams, timelines,	charts, graphs, diagrams, timelines,	ability to locate an answer to a question
	animations, or interactive elements on	animations, or interactive elements on web	quickly or to solve a problem efficiently.
	web pages) and explain how the	pages) and explain how the information	
	information contributes to an	contributes to an understanding of the text	
	understanding of the text in which it	in which it appears.	
	appears" in RI.MF.5.6.		
Indicator	Changed "Compare and contrast the	RL.MF.6.6. Compare and contrast information	RL.6.7. Compare and contrast the experience
Text	experience of reading a story, drama,	or texts to develop a coherent understanding	of reading a story, drama, or poem to listening
	or poem to listening to or viewing an	of a theme, topic, or issue when reading a	to or viewing an audio, video, or live version
	audio, video, or live version of the	story, drama, or poem to listening to or	of the text, including contrasting what they
	text, including contrasting what they	viewing an audio, video, or live version of the	"see" and "hear" when reading the text to
	"see" and "hear" when reading the	text.	what they perceive when they listen or watch.
	text to what they perceive when they	RI.MF.6.6. Integrate information when	RI.6.7. Integrate information presented in
	listen or watch" to "Compare and	presented in different media or formats (e.g.,	different media or formats (e.g., visually,
	contrast information or texts to	visually, quantitatively) to develop a coherent	quantitatively) as well as in words to develop
	develop a coherent understanding of a	understanding of a topic or issue.	a coherent understanding of a topic or issue.
	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.		

Туре	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator	Added "the unique qualities of	RL.MF.7.6. Compare and contrast texts (e.g.,	RL.7.7. Compare and contrast a written story,
Text	different mediums, including the"	written story, drama, or poem) to an audio,	drama, or poem to its audio, filmed, staged, or
	to RL.MF.7.6.	filmed, staged, or multimedia version and	multimedia version, analyzing the effects of
	Changed "Compare and contrast a	analyze the unique qualities of different	techniques unique to each medium (e.g.,
	text to an audio, video, or	mediums, including the effects of techniques	lighting, sound, color, or camera focus and
	multimedia version of the text,	unique to each medium (e.g., lighting, sound,	angles in a film).
	analyzing each medium's portrayal	color, or camera focus and angles in a film).	RI.7.7. Compare and contrast a text to an
	of the subject (e.g., how the	RI.MF.7.6. Compare and contrast texts to	audio, video, or multimedia version of the
	delivery of a speech affects the	analyze the unique qualities of different	text, analyzing each medium's portrayal of the
	impact of the words)" to Compare	mediums, including the integration of	subject (e.g., how the delivery of a speech
	and contrast texts to analyze the	information from multiple formats and	affects the impact of the words).
	unique qualities of different	sources to develop deeper understanding of	
	mediums, including the	the concept, topic or subject and resolve	
	integration of information from	conflicting information.	
	multiple formats and sources to		
	develop deeper understanding of		
	the concept, topic or subject and		
	resolve conflicting information" in		
	RI.MF.7.6.		

Туре	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator	Changed "Evaluate the choices	RL.MF.8.6. Evaluate the choices made (by the	RL.8.7. Evaluate the choices made by the
Text	made by the directors or actors by	authors, directors, or actors) when	directors or actors by analyzing the extent to
	analyzing the extent to which a	presenting an idea in different mediums,	which a filmed or live production of a story or
	filmed or live production of a story	including the representation/s or various	drama stays faithful to or departs from the
	or drama stays faithful to or	perspectives of a subject or a key scene in	text or script.
	departs from the text or script" to	two different artistic mediums (e.g., a	RI.8.7. Evaluate the advantages and
	"Evaluate the choices made (by	person's life story in both print and	disadvantages of using different mediums
	the authors, directors, or actors)	multimedia), as well as what is emphasized	(e.g., print or digital text, video, multimedia)
	when presenting an idea in	or absent in each work.	to present a particular topic or idea.
	different mediums, including the	RI.MF.8.6. Evaluate the choices made (by the	
	representation/s or various	authors, directors, or actors) when	
	perspectives of a subject or a key	presenting an idea in different mediums and	
	scene in two different artistic	the advantages and disadvantages of using	
	mediums (e.g., a person's life story	different mediums or formats (e.g., visually,	
	in both print and multimedia), as	quantitatively) to address a question or solve	
	well as what is emphasized or	a problem.	
	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.		

Туре	Description of Change	2023 NSLS-ELA	2016 NSLS-ELA
Indicator	Changed "Analyze the	RL.MF.9-10.6. Analyze, integrate, and	RL.9-10.7. Analyze the representation of a
Text	representation of a subject or a	evaluate multiple interpretations (e.g.,	subject or a key scene in two different artistic
	key scene in two different artistic	recorded or live production of a play or	mediums, including what is emphasized or
	mediums, including what is	recorded novel or poetry) of a single text or	absent in each work (e.g., Auden's "Musée
	emphasized or absent in each	text/s presented in different formats	des Beaux Arts" and Breughel's Landscape
	work (e.g., Auden's "Musée des	(visually, quantitatively).	with the Fall of Icarus).
	Beaux Arts" and Breughel's	RI.MF.9-10.6. Analyze, integrate, and	RI.9-10.7. Analyze various perspectives as
	Landscape with the Fall of Icarus)"	evaluate multiple interpretations (e.g.,	presented in different mediums (e.g., a
	to "Analyze, integrate, and	charts, graphs, diagrams, videos) of a single	person's life story in both print and
	evaluate multiple interpretations	text or text/s presented in different formats	multimedia), determining which details are
	(e.g., recorded or live production	(visually, quantitatively) as well as in words	emphasized in each account.
	of a play or recorded novel or	in order to address a question or solve a	
	poetry) of a single text or text/s	problem.	
	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		

Туре	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	Changed "Analyze multiple	RL.MF.11-12.6. Synthesize complex	RL.11-12.7. Analyze multiple interpretations
Text	interpretations of a story, drama,	information across multiple sources and	of a story, drama, or poem (e.g., recorded or
	or poem (e.g., recorded or live	formats to develop ideas, resolve conflicting	live production of a play or recorded novel or
	production of a play or recorded	information, or develop an interpretation	poetry), evaluating how each version
	novel or poetry), evaluating how	that goes beyond explicit text information	interprets the source text. (e.g., Shakespeare
	each version interprets the source	(e.g. express a personal point of view, new	and other authors.)
	text. (e.g., Shakespeare and other	interpretation of the author's message).	RI.11-12.7. Integrate and evaluate multiple
	authors)" to "Synthesize complex	RI.MF.11-12.6. Synthesize complex	sources of information presented in different
	information across multiple	information across multiple sources and	media or formats (e.g., visually, quantitatively)
	sources and formats to develop	formats to develop ideas, resolve conflicting	as well as in words in order to address a
	ideas, resolve conflicting	information, or develop an interpretation	question or solve a problem.
	information, or develop an	that goes beyond explicit text information	
	interpretation that goes beyond	(e.g. express a personal point of view, new	
	explicit text information (e.g.	interpretation of the concept).	
	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		

Туре	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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	RI.AA.K.7. With prompting and support,	RI.K.8. With prompting and support, identify
		identify the reasons an author gives to	the reasons an author gives to support points
		support points in a text.	in a text.
Indicator	Added "how that information is	RI.AA.1.7. Identify the reasons an author gives	RI.1.8. Identify the reasons an author gives to
Text	applied."	to support points in a text and explain how	support points in a text and explain the
		that information is applied, with prompting,	application of this information with prompting
		as needed.	as needed.
Indicator	n/a	RI.AA.2.7. Describe and identify the logical	RI.2.8. Describe and identify the logical
		connections of how reasons support specific	connections of how reasons support specific
		points the author makes in a text.	points the author makes in a text.
Indicator	n/a	RI.AA.3.7. Describe the logical connection	RI.3.8. Describe the logical connection
		between particular sentences and paragraphs	between particular sentences and paragraphs
		in a text (e.g., comparison, cause/effect,	in a text (e.g., comparison, cause/effect,
		first/second/third in a sequence) to support	first/second/third in a sequence) to support
		specific points the author makes in a text.	specific points the author makes in a text.
Indicator	Added "facts, details and explanations	RI.AA.4.7. Analyze how authors use facts,	RI.4.8. Explain how an author uses reasons
Text	to develop ideas or support their	details and explanations to develop ideas or	and evidence to support particular points in a
	reasoning."	support their reasoning.	text.
Indicator	n/a	RI.AA.5.7. Explain how an author uses reasons	RI.5.8. Explain how an author uses reasons
		and evidence to support particular points in a	and evidence to support particular points in a
		text, identifying which reasons and evidence	text, identifying which reasons and evidence
		support which point(s).	support which point(s).

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Addied "development of and."	RI.AA.6.7. Trace the development of and	RI.6.8. Trace and evaluate the argument and
Text		evaluate the argument and specific claims in a	specific claims in a text, distinguishing claims
		text, distinguishing claims that are supported	that are supported by reasons and evidence
		by reasons and evidence from claims that are	from claims that are not.
		not.	
Indicator	n/a	RI.AA.7.7. Trace and evaluate the argument	RI.7.8. Trace and evaluate the argument and
		and specific claims in a text, assessing	specific claims in a text, assessing whether the
		whether the reasoning is sound and the	reasoning is sound and the evidence is
		evidence is relevant and sufficient to support	relevant and sufficient to support the claims.
		the claims.	
Indicator	n/a	RI.AA.8.7. Delineate and evaluate the	RI.8.8. Delineate and evaluate the argument
		argument and specific claims in a text,	and specific claims in a text, assessing
		assessing whether the reasoning is sound and	whether the reasoning is sound and the
		the evidence is relevant and sufficient;	evidence is relevant and sufficient; recognize
		recognize when irrelevant evidence is	when irrelevant evidence is introduced.
		introduced.	
Indicator	Added "an informational."	RI.AA.9-10.7. Describe and evaluate the	RI.9-10.8. Describe and evaluate the argument
Text		argument and specific claims in an	and specific claims in a text, assessing
		informational text, assessing whether the	whether the reasoning is valid and the
		reasoning is valid and the evidence is relevant	evidence is relevant and sufficient; identify
		and sufficient; identify false statements and	false statements and reasoning.
		reasoning.	

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

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed "With prompting and	RL.CT.K.8. With prompting and support,	RL.K.9. With prompting and support, compare
Text	support, compare and contrast the	identify basic similarities in and differences	and contrast the adventures and experiences
	adventures and experiences of	between two literary texts on the same topic	of characters in familiar stories.
	characters in familiar stories" to	(e.g., characters, experiences, illustrations,	RI.K.9. With prompting and support, identify
	"With prompting and support,	descriptions, or procedures).	basic similarities in and differences between
	identify basic similarities in and	RI.CT.K.8. With prompting and support,	two texts on the same topic (e.g., in
	differences between two literary	identify basic similarities in and differences	illustrations, descriptions, or procedures).
	texts on the same topic (e.g.,	between two informational texts on the same	
	characters, experiences,	topic (e.g., characters, experiences,	
	illustrations, descriptions, or	illustrations, descriptions, or procedures).	
	procedures)" in RL.CT.K.8.		
	Added "informational" to		
	RI.CT.K.8.		
Indicator	Changed "Compare and contrast	RL.CT.1.8. Identify similarities in and	RL.1.9. Compare and contrast the adventures
Text	the adventures and experiences of	differences between two literary texts on the	and experiences of characters in stories.
	characters in stories" to "Identify	same topic (e.g., characters, experiences,	RI.1.9. Identify basic similarities in and
	similarities in and differences	illustrations, descriptions, or procedures).	differences between two texts on the same
	between two literary texts on the	RI.CT.1.8. Identify similarities in and	topic (e.g., in illustrations, descriptions, or
	same topic (e.g., characters,	differences between two informational texts	procedures).
	experiences, illustrations,	on the same topic (e.g., characters,	
	descriptions, or procedures)" in	experiences, illustrations, descriptions, or	
	RL.CT.1.8.	procedures).	
	Changed "Compare and contrast		
	the adventures and experiences of		

Туре	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	 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. 	RL.CT.2.8. Compare and contrast two literary versions of the same story by different authors or authors from different cultures. RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.	RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
Indicator Text	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	RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters. 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.	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). 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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	elements (themes, settings, and plots) of literary texts written by the same author about similar characters" in RL.CT.3.8 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	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	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. 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.	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. 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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator Text	RL.CT.4.8. 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. 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	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. 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.	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. 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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	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	Changed "Compare, contrast and	RL.CT.6.8. Compare and contrast literary texts	RL.6.9. Compare, contrast and reflect on (e.g.
Text	reflect on (e.g. practical	in different forms, by different authors , or	practical knowledge, historical/cultural
	knowledge, historical/cultural	from different genres (e.g., stories and poems;	context, and background knowledge) texts in
	context, and background	historical novels and primary source	different forms or genres (e.g., stories and
	knowledge) texts in different forms	documents, scientific journals and fantasy	poems; historical novels and fantasy stories) in
	or genres (e.g., stories and poems;	stories) in terms of their approaches to similar	terms of their approaches to similar themes
	historical novels and fantasy	themes and topics.	and topics.
	stories) in terms of their	RI.CT.6.8. Compare and contrast informational	RI.6.9. Compare, contrast and reflect on (e.g.
	approaches to similar themes and	texts in different forms, by different authors,	practical knowledge, historical/cultural
	topics" to "Compare and contrast	or from different genres (e.g., stories and	context, and background knowledge) one
	literary texts in different forms, by	poems; historical novels and primary source	author's presentation of events with that of
	different authors, or from different	documents, scientific journals and fantasy	another (e.g., a memoir written by and a
	genres (e.g., stories and poems;	stories) in terms of their approaches to similar	biography on the same person).
	historical novels and primary	themes and topics.	
	source documents, scientific		
	journals and fantasy stories) in		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	terms of their approaches to		
	similar themes and topics" in		
	RL.CT.6.8.		
	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.		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed "Compare, contrast and	RL.CT.7.8. Compare and contrast a fictional	RL.7.9. Compare, contrast and reflect on (e.g.
Text	reflect on (e.g. practical	portrayal of an event , time, place, or character	practical knowledge, historical/cultural
	knowledge, historical/cultural	and a historical or scientific account of the	context, and background knowledge) a fictional
	context, and background	same period or event as a means of	portrayal of a time, place, or character and a
	knowledge) a fictional portrayal of	understanding how authors of fiction use or	historical account of the same period as a
	a time, place, or character and a	alter history and/or events.	means of understanding how authors of fiction
	historical account of the same	RI.CT.7.8. Analyze and reflect on (e.g. practical	use or alter history.
	period as a means of	knowledge, historical/cultural context, and	RI.7.9. Analyze and reflect on (e.g. practical
	understanding how authors of	background knowledge) how two or more	knowledge, historical/cultural context, and
	fiction use or alter history" to	authors writing informational texts about the	background knowledge) how two or more
	"Compare and contrast a fictional	same topic shape their presentations of key	authors writing about the same topic shape
	portrayal of an event, time, place,	information by emphasizing different evidence	their presentations of key information by
	or character and a historical or	or advancing different interpretations of facts.	emphasizing different evidence or advancing
	scientific account of the same		different interpretations of facts.
	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.		

Туре		Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	•	Changed "Analyze and reflect on	RL.CT.8.8. Analyze and reflect on the author's	RL.8.9. Analyze and reflect on (e.g. practical
Text		(e.g. practical knowledge,	idea in fiction and literary nonfiction texts	knowledge, historical/cultural context, and
		historical/cultural context, and	(e.g. practical knowledge, historical/cultural	background knowledge) how a modern work of
		background knowledge) how a	context, and background knowledge) shaped	fiction draws on themes, patterns of events, or
		modern work of fiction draws on	by the author's emphasis on different	character types from myths, traditional stories,
		themes, patterns of events, or	evidence, advancing different interpretations	or religious works such as the Bible, including
		character types from myths,	of facts, or fictional portrayal of a time, place,	describing how the material is rendered new.
		traditional stories, or religious	or character and a historical account of the	RI.8.9. Analyze and reflect on (e.g. practical
		works such as the Bible, including	same period.	knowledge, historical/cultural context, and
		describing how the material is	RI.CT.8.8. Analyze and reflect on (e.g. practical	background knowledge) two or more texts that
		rendered new" to "Analyze and	knowledge, historical/cultural context, and	provide conflicting information on the same
		reflect on the author's idea in	background knowledge) two or more	topic and identify where the texts disagree on
		fiction and literary nonfiction texts	informational texts that provide conflicting	matters of fact or interpretation.
		(e.g. practical knowledge,	information on the same topic and identify	
		historical/cultural context, and	where the texts disagree on matters of fact or	
		background knowledge) shaped by	interpretation.	
		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.		
Indicator	•	Changed "Analyze and reflect on	RL.CT.9-10.8. Analyze and reflect on (e.g.	RL.9-10.9. Analyze and reflect on (e.g. practical
Text		(e.g. practical knowledge,	practical knowledge, historical/cultural	knowledge, historical/cultural context, and
		historical/cultural context, and	context, and background knowledge) how an	background knowledge) how an author draws
		background knowledge) how an	author draws on, develops, or transforms	on and transforms source material in a specific
		author draws on and transforms	source material of historical and literary	work (e.g., how Shakespeare treats a theme or
		source material in a specific work	significance (e.g., how a modern author treats	topic from mythology or the Bible or how a

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	(e.g., how Shakespeare treats a	a theme or topic from mythology or a	later author draws on a play by Shakespeare).
	theme or topic from mythology or	religious text) and how they relate in terms of	RI.9-10.9. Analyze and reflect on (e.g. practical
	the Bible or how a later author	themes and significant concepts.	knowledge, historical/cultural context, and
	draws on a play by Shakespeare)"	RI.CT.9-10.8. Analyze and reflect on (e.g.	background knowledge) documents of
	to "Analyze and reflect on (e.g.	practical knowledge, historical/cultural	historical and literary significance, (e.g.,
	practical knowledge,	context, and background knowledge) seminal	Washington's Farewell Address the Gettysburg
	historical/cultural context, and	and informational text of historical and	Address, Roosevelt's Four Freedoms speech,
	background knowledge) how an	scientific significance, including how they	King's "Letter from Birmingham Jail",
	author draws on, develops, or	relate in terms of themes and significant	Declaration of the Rights of Man and Citizen,
	transforms source material of	concepts.	U.N. Universal Declaration of Human Rights,
	historical and literary significance		etc.), including how they relate in terms of
	(e.g., how a modern author treats		themes and significant concepts
	a theme or topic from mythology		
	or a religious text) and how they		
	relate in terms of themes and		
	significant concepts" in RL.CT.9-		
	10.8.		
	Added "seminal and informational		
	text" in RI.CT.9-10.8.		
Indicator	Changed "Demonstrate knowledge	RL.CT.11-12.8 Demonstrate knowledge of,	RL.11-12.9. Demonstrate knowledge of and
Text	of and reflect on (e.g. practical	analyze, and reflect on (e.g. practical	reflect on (e.g. practical knowledge,
	knowledge, historical/cultural	knowledge, historical/cultural context, and	historical/cultural context, and background
	context, and background	background knowledge) documents of	knowledge) eighteenth-, nineteenth- and early
	knowledge) eighteenth-,	historical and literary significance for their	twentieth-century foundational works of
	nineteenth- and early twentieth-	themes, purposes, and rhetorical features,	literature, including how two or more texts
	century foundational works of	including how two or more texts from the	from the same period treat similar themes or
	literature, including how two or	same period treat similar themes or topics.	topics.
	more texts from the same period	RI.CT.11-12.8. Analyze and reflect on (e.g.	RI.11-12.9. Analyze and reflect on (e.g.
	treat similar themes or topics" to	practical knowledge, historical/cultural	practical knowledge, historical/cultural

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	"Demonstrate knowledge of,	context, and background knowledge)	context, and background knowledge)
	analyze, and reflect on (e.g.	documents of historical and scientific	documents of historical and literary
	practical knowledge,	significance for their purposes, including	significance for their themes, purposes and
	historical/cultural context, and	primary source documents relevant to U.S.	rhetorical features, including primary source
	background knowledge)	and/or global history and texts proposing	documents relevant to U.S. and/or global
	documents of historical and	scientific or technical advancements.	history.
	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.		
	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		

Туре	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.		

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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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	W.AW.K.1. Use a combination of drawing,	W.K.1. Use a combination of drawing,
		dictating, and writing to compose opinion	dictating, and writing to compose opinion
		pieces on a topics or texts (e.g., My favorite	pieces in which they tell a reader the topic or
		book is).	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	Added "With prompts and	W.AW.1.1. With prompts and support, write	W.1.1. Write opinion pieces in which they
Text	support."	opinion pieces on a topic or texts.	introduce the topic or name the book they are
	Added A.	A. Introduce an opinion.	writing about, state an opinion, supply a
	Added B	B. Support the opinion with facts or other	reason for the opinion, and provide some
	Added C.	information and examples related to the	sense of closure.
		topic.	
		C. Provide a conclusion.	
Indicator	Added "With prompts and	W.AW.2.1. With prompts and support, write	W.2.1. Write opinion pieces in which they
Text	support."	opinion pieces to present an idea with reasons	introduce the topic or book they are writing
	Added A	and information	about, state an opinion, supply reasons that
	Added B.	A. Introduce an opinion.	support the opinion, use linking words (e.g.,
	Added C.	B. Support the opinion with facts,	because, and, also) to connect opinion and
		definitions, concrete details, text	reasons, and provide a conclusion.

Туре	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	 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 	 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.
		opinion presented.	
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.

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "on discipline-specific	W.AW.6.1. Write arguments on discipline-	W.6.1. Write arguments to support claims with
Text	content (e.g. social studies,	specific content (e.g. social studies, science,	clear reasons and relevant evidence.
	science, math, technical subjects,	math, technical subjects, English/Language	A. Introduce claim(s) and organize the
	English/Language Arts)."	Arts) to support claims with clear reasons and	reasons and evidence clearly.
	Changed A to add "about a topic or	relevant evidence.	B. Support claim(s) with clear reasons and
	issue."	A. Introduce claim(s) about a topic or issue	relevant evidence, using credible sources
	Changed B to add "with logical	and organize the reasons and evidence	and demonstrating an understanding of
	reasoning," "accurate data," and	logically.	the topic or text.
	"using credible sources."	B. Support claim(s) with logical reasoning	C. Use words, phrases, and clauses to clarify
		and relevant, accurate data and evidence	the relationships among claim(s) and
		that demonstrate an understanding of the	reasons.
		topic or text, using credible sources.	D. Establish and maintain a formal/academic
		C. Use words, phrases, and clauses to link and	style, approach, and form.
		clarify the relationships among claim(s),	E. Provide a concluding statement or section
		reasons, and evidence.	that follows from the argument presented.
		D. Establish and maintain a formal/academic	
		style, approach, and form.	
		E. Provide a concluding statement or section	
		that follows from the argument presented.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "on discipline-specific	W.AW.7.1. Write arguments on discipline-	W.7.1. Write arguments to support claims with
Text	content (e.g. social studies,	specific content (e.g. social studies, science,	clear reasons and relevant evidence.
	science, math, technical subjects,	math, technical subjects, English/Language	A. Introduce claim(s), acknowledge alternate
	English/Language Arts)."	Arts) to support claims with clear reasons and	or opposing claims, and organize the
	Changed A to add "about a topic or	relevant evidence.	reasons and evidence logically.
	issue."	A. Introduce claim(s) about a topic or issue,	B. Support claim(s) with logical reasoning and
	Changed B to add "accurate data"	acknowledge alternate or opposing claims,	relevant evidence, using accurate, credible
	and "using credible sources."	and organize the reasons and evidence	sources and demonstrating an
		logically.	understanding of the topic or text.
		B. Support claim(s) with logical reasoning and	C. Use words, phrases, and clauses to create
		relevant, accurate data and evidence that	cohesion and clarify the relationships
		demonstrate an understanding of the topic	among claim(s), reasons, and evidence.
		or text, using credible sources.	D. Establish and maintain a formal
		C. Use words, phrases, and clauses to create	style/academic style, approach, and form.
		cohesion and clarify the relationships	E. Provide a concluding statement or section
		among claim(s), reasons, and evidence.	that follows from and supports the
		D. Establish and maintain a formal/academic	argument presented.
		style, approach, and form.	
		E. Provide a concluding statement or section	
		that follows from and supports the	
		argument presented.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "on discipline-specific	W.AW.8.1. Write arguments on discipline-	W.8.1. Write arguments to support claims with
Text	content (e.g. social studies,	specific content (e.g. social studies, science,	clear reasons and relevant evidence.
	science, technical subjects,	technical subjects, English/Language Arts) to	A. Introduce claim(s), acknowledge and
	English/Language Arts)."	support claims with clear reasons and relevant	distinguish the claim(s) from alternate or
	Changed A to add "about a topic or	evidence.	opposing claims, and organize the reasons
	issue."	A. Introduce claim(s) about a topic or issue,	and evidence logically.
	Changed B to add "accurate data"	acknowledge and distinguish alternate or	B. Support claim(s) with logical reasoning and
	and "using credible sources."	opposing claims, and organize the reasons	relevant evidence, using accurate, credible
		and evidence logically.	sources and demonstrating an
		B. Support claim(s) with logical reasoning and	understanding of the topic or text.
		relevant, accurate data and evidence that	C. Use words, phrases, and clauses to create
		demonstrate an understanding of the topic	cohesion and clarify the relationships
		or text, using credible sources.	among claim(s), counterclaims, reasons,
		C. Use words, phrases, and clauses to create	and evidence.
		cohesion and clarify the relationships	D. Establish and maintain a formal style.
		among claim(s), counterclaims, reasons,	E. Provide a concluding statement or section
		and evidence.	that follows from and supports the
		D. Establish and maintain a formal or	argument presented.
		academic style, approach, and form.	
		E. Provide a concluding statement or section	
		that follows from and supports the	
		argument presented.	

Туре		Description of Change		2023 NJSLS-ELA		2016 NJSLS-ELA
Indicator	•	Added "textual and non-textual."	W.	AW.9-10.1. Write arguments to support	W.	9-10.1. Write arguments to support claims
Text	•	Changed B to add "using sound	cla	ims in an analysis of substantive topics or	in a	an analysis of substantive topics or texts,
		reasoning, supplying data and	tex	ts, using valid reasoning and relevant	usi	ing valid reasoning and relevant and
		evidence for each" and "discipline-	suf	ficient textual and non-textual evidence.	suf	fficient evidence.
		appropriate form."	A.	Introduce precise claim(s), distinguish the	A.	Introduce precise claim(s), distinguish the
				claim(s) from alternate or opposing claims,		claim(s) from alternate or opposing claims,
				and create an organization that establishes		and create an organization that establishes
				clear relationships among the claim(s),		clear relationships among claim(s),
				counterclaims, reasons, and evidence.		counterclaims, reasons, and evidence.
			В.	Develop claim(s) and counterclaims using	В.	Develop claim(s) and counterclaims
				sound reasoning, supplying data and		avoiding common logical fallacies,
				evidence for each while pointing out the		propaganda devices, and using sound
				strengths and limitations of both claim(s)		reasoning, supplying evidence for each
				and counterclaims in a discipline-		while pointing out the strengths and
				appropriate form and in a manner that		limitations of both in a manner that
				anticipates the audience's knowledge level		anticipates the audience's knowledge level
				and concerns.		and concerns.
			C.	Use transitions (e.g. words, phrases,	C.	Use transitions (e.g. words, phrases,
				clauses) to link the major sections of the		clauses) to link the major sections of the
				text, create cohesion, and clarify the		text, create cohesion, and clarify the
				relationships between claim(s) and		relationships between claim(s) and
				reasons, between reasons and evidence,		reasons, between reasons and evidence,
				and between claim(s) and counterclaims.		and between claim(s) and counterclaims.
			D.	Establish and maintain a style and tone	D.	Establish and maintain a style and tone
				appropriate to the audience and purpose		appropriate to the audience and purpose
				(e.g. formal and objective for academic		(e.g. formal and objective for academic
				writing) while attending to the norms and		writing) while attending to the norms and
				conventions of the discipline in which they		conventions of the discipline in which they
				are writing.		are writing.
			E.	Provide a concluding paragraph or section	E.	Provide a concluding paragraph or section
				that supports the argument presented.		that supports the argument presented.

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

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

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added A.	W.IW.K.2. Use a combination of drawing,	W.K.2. Use a combination of drawing,
Text	Added B.	dictating, and writing to compose	dictating, and writing to compose
		informative/explanatory texts to convey	informative/explanatory texts in which they
		ideas.	name what they are writing about and supply
		A. Introduce a topic.	some information about the topic.
		B. Develop the topic with at least two facts	
		or other information and examples	
		related to the topic, including pictures.	
Indicator	Added "With prompts and	W.IW.1.2 With prompts and support, write	W.1.2. Write informative/explanatory texts in
Text	support" and "to examine a topic	informative/explanatory texts to examine a	which they name a topic, supply some facts
	and convey ideas and	topic and convey ideas and information.	about the topic, and provide some sense of
	information."	A. Introduce a topic.	closure.
	Added A	B. Develop the topic with facts or other	
	Added B.	information and examples related to the	
		topic.	
	Added C.	C. Provide a conclusion.	
Indicator	Added "to examine a topic and	W.IW.2.2 Write informative/explanatory texts	W.2.2. Write informative/explanatory texts in
Text	convey ideas and information."	to examine a topic and convey ideas and	which they introduce a topic, use evidence-
	a Addad A	information.	based facts and definitions to develop points,
	Added A	A. Introduce a topic clearly.	and provide a conclusion.
	Added B	B. Develop a topic with facts, definitions,	
	Added C.	concrete details, text evidence, or other	
	7.0000 0.	information and examples related to the	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		topic.	
		C. Provide a conclusion.	
Indicator	Changed B to add "concrete	W.IW.3.2. Write informative/explanatory	W.3.2. Write informative/explanatory texts to
Text	details, text evidence, or other	texts to examine a topic and convey ideas and	examine a topic and convey ideas and
	information and examples related	information.	information clearly.
	to the topic."	A. Introduce a topic clearly.	A. Introduce a topic and group related
	Changed C from "Use linking	B. Develop a topic with facts, definitions,	information together; include text
	words and phrases (e.g., also,	concrete details, text evidence, or other	features (e.g.: illustrations, diagrams,
	another, and, more, but) to	information and examples related to the	captions) when useful to support
	connect ideas within categories of	topic.	comprehension.
	information" to "Include text	C. Include text features (e.g.: illustrations,	B. Develop the topic with facts, definitions,
	features (e.g.: illustrations,	diagrams, captions) when useful to	and details.
	diagrams, captions) when useful	support comprehension.	C. Use linking words and phrases (e.g., also,
	to support comprehension."	D. Link ideas within sections of information	another, and, more, but) to connect ideas
	Changed D from "Provide a	using transition words and phrases (e.g.,	within categories of information.
	conclusion" to "Link ideas within	then, because, also, therefore).	D. Provide a conclusion.
	sections of information using	E. Provide a conclusion related to the	
	transition words and phrases	information or explanation presented.	
	(e.g., then, because, also,	·	
	therefore)."		
	Added E		

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

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Type Indicator Text	Added "(including the narration of historical events, scientific procedures/ experiments, or technical processes)." Changed A to add "aid in."	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. 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. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the	W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic 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. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented.

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		follows the flow of ideas, reflects back on	
		the topic, and supports the information or	
		explanation presented.	
Indicator	Added "(including the narration	W.IW.8.2. Write informative/explanatory	W.8.2. Write informative/explanatory texts to
Text	of historical events, scientific	texts (including the narration of historical	examine a topic and convey ideas, concepts,
	procedures/ experiments, or	events, scientific procedures/ experiments,	and information through the selection,
	technical processes)."	or technical processes) to examine a topic	organization, and analysis of relevant content.
	Changed A to add "when useful to	and convey ideas, concepts, and information	A. Introduce a topic and organize ideas,
	aid in comprehension."	through the selection, organization, and	concepts, and information, using text
	Changed D to add "grade level."	analysis of relevant content.	structures (e.g., definition, classification,
	• Changed F to add "(e.g. sentence,	A. Introduce a topic clearly, previewing what	comparison/contrast, cause/effect, etc.)
	part of a paragraph, paragraph, or	is to follow; and organize ideas, concepts,	and text features (e.g., headings,
	multiple paragraphs)."	and information, using text structures	graphics, and multimedia).
		(e.g., definition, classification,	B. Develop the topic with relevant, well-
		comparison/contrast, cause/effect, etc.)	chosen facts, definitions, concrete details,
		and text features (e.g., headings, graphics,	quotations, or other information and
		and multimedia) when useful to aid in	examples.
		comprehension.	C. Use appropriate and varied transitions to
		B. Develop the topic with relevant, well-	create cohesion and clarify the
		chosen facts, definitions, concrete details,	relationships among ideas and concepts.
		quotations, or other information and	D. Use precise language and domain-specific
		examples.	vocabulary to inform about or explain the
		C. Use appropriate transitions to create	topic.
		cohesion and clarify the relationships	E. Establish and maintain a formal
		among ideas and concepts.	style/academic style, approach, and form.
		D. Use precise language and domain/grade	F. Provide a concluding statement or section
		level- specific vocabulary to inform about	that follows from and supports the
		or explain the topic.	information or explanation presented.
		E. Establish and maintain a formal/academic	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		style, approach, and form. 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.	
Indicator Text	 Added "(including the narration of historical events, scientific procedures/ experiments, or technical processes)." Changed A to add "aid in." 	 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. 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. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create 	 W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a 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. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	vocabulary to manage the complexity of the topic. 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. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Indicator Text	Added "(including the narration of historical events, scientific procedures/ experiments, or technical processes)."	 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. 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), 	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. 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.

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

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "real or imagined	W.NW.K.3. Use a combination of drawing,	W.K.3. Use a combination of drawing,
Text	experience or events."	dictating, and writing to narrate real or	dictating, and writing to narrate a single event
	Added A	imagined experience or events.	or several loosely linked events, tell about the
	Added B	A. Establish a situation and/or introduce	events in the order in which they occurred, and
	Added C.	characters; organize an event sequence	provide a reaction to what happened.
		(beginning, middle, end).	
		B. Provide limited details of experiences,	
		events, or characters.	
		C. Provide a reaction to the experiences or	
		events.	
Indicator	Added "With prompts and	W.NW.1.3. With prompts and support, write	W.1.3. Write narratives in which they recount
Text	support," and "of several complete	narratives of several complete sentences	two or more appropriately sequenced events,
	sentences based on real or	based on real or imagined experiences or	include some details regarding what happened,
	imagined experiences or events."	events.	use temporal words to signal event order, and
	Added A	A. Using words and pictures, establish a	provide some sense of closure.
	Added B.	situation and/or introduce characters;	
	Added C.	organize an event sequence.	
	Added D.	B. Provide dialogue and/or description and	
		details of experiences, events, or	
		characters.	
		C. Use transitional words to manage the	
		sequence of events.	
		D. Provide a reaction to the experiences or	
		events.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "based on real or imagined	W.NW.2.3. Write narratives based on real or	W.2.3. Write narratives in which they recount a
Text	experiences or events with basic	imagined experiences or events with basic	well-elaborated event or short sequence of
	story elements."	story elements.	events, include details to describe actions,
	Added A	A. Orient the reader by establishing a	thoughts, and feelings, use temporal words to
	Added B	situation and introducing characters;	signal event order, and provide a sense of
	Added C.	organize an event sequence.	closure.
	Added D.	B. Provide dialogue and description of	
	Added E.	experiences and events and/or show the	
		responses of characters to situations.	
		C. Use transitional words to manage the	
		sequence of events.	
		D. Use concrete words and phrases and	
		sensory details to convey experience and	
		events.	
		E. Provide a conclusion or sense of closure	
		related to the narrated experiences or	
		events.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "with basic story elements."	W.NW.3.3. Write narratives to develop real or	W.3.3. Write narratives to develop real or
Text	Changed A to add "Orient the	imagined experience or events with basic story	imagined experiences or events using narrative
	reader by."	elements.	technique, descriptive details, and clear event
	 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. 	 A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events. E. Provide a conclusion or sense of closure that follows the narrated experiences or 	sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.
		events.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed D to add "explore using	W.NW.4.3. Write narratives to develop real or	W.4.3. Write narratives to develop real or
Text	figurative language to convey	imagined experiences or events using narrative	imagined experiences or events using narrative
	experiences and events precisely."	technique, descriptive details, and clear event	technique, descriptive details, and clear event
		sequences.	sequences.
		A. Orient the reader by establishing a	A. Orient the reader by establishing a
		situation and introducing a narrator and/or	situation and introducing a narrator and/or
		characters; organize an event sequence	characters; organize an event sequence
		that unfolds naturally.	that unfolds naturally.
		B. Use dialogue and description to develop	B. Use dialogue and description to develop
		experiences and events or show the	experiences and events or show the
		responses of characters to situations.	responses of characters to situations.
		C. Use a variety of transitional words and	C. Use a variety of transitional words and
		phrases to manage the sequence of events.	phrases to manage the sequence of events.
		D. Use concrete words and phrases, sensory	D. Use concrete words and phrases and
		details and explore using figurative	sensory details to convey experiences and
		language to convey experiences and	events precisely.
		events precisely.	E. Provide a conclusion that follows from the
		E. Provide a conclusion that follows from the	narrated experiences or events.
		narrated experiences or events.	

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

Writing Process

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

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "prompts" and "recognize that	W.WP.K.4. With prompts and support,	W.K.5. With guidance and support from adults,
Text	writing carries a message and should	recognize that writing carries a message and	strengthen writing through response and self-
	make sense to others."	should make sense to others.	reflection using questions and suggestions
			from peers (e.g., adding details).
Indicator	Added "prompts" and "develop	W.WP.1.4. With prompts, guidance and	W.1.5. With guidance and support from adults,
Text	and strengthen writing as needed	support, develop and strengthen writing as	focus on a topic, respond to questions and
	by planning, revising, and editing."	needed by planning, revising, and editing.	suggestions from peers and self-reflection, and
	Added A	A. With prompts and support, identify	add details to strengthen writing and ideas as
	Added B.	audience and purpose before writing.	needed.
		B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.	
Indicator	Added "peers and adults, develop	W.WP.2.4. With guidance and support from	W.2.5. With guidance and support from adults
Text	and strengthen writing as needed	peers and adults, develop and strengthen	and peers, focus on a topic and strengthen
	by planning, revising, and editing."	writing as needed by planning, revising, and	writing as needed through self-reflection,
	Added A.	editing.	revising and editing.
	Added B.	A. Identify audience and purpose before	
	Added C.	writing.	
		B. Participate in self-evaluation of written work.	
		C. With feedback and digital or print tools such as a primary dictionary, find and	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
		correct errors.	
Indicator	Added A.	W.WP.3.4. With guidance and support from	W.3.5. With guidance and support from peers
Text	Added B.	peers and adults, develop and strengthen	and adults, develop and strengthen writing as
	• Added C.	 writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Consider writing as a process, including self-evaluation, revision and editing. 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. 	needed by planning, revising, and editing.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added A.	W.WP.4.4. With guidance and support from	W.4.5. With guidance and support from peers
Text	Added B.	peers and adults, develop and strengthen	and adults, develop and strengthen writing as
	Added C	writing as needed by planning, revising, and	needed by planning, revising, and editing.
	Added D.	editing.	
	Added E.	A. Identify audience, purpose, and intended	
		length of composition before writing.	
		B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.	
		C. Consider writing as a process, including self-evaluation, revision and editing.	
		D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell	
		E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.	

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added A.	W.WP.5.4. With guidance and support from	W.5.5. With guidance and support from peers
Text	Added B.	peers and adults, develop and strengthen	and adults, develop and strengthen writing as
	Added C	writing as needed by planning, revising,	needed by planning, revising, editing,
	Added D.	editing, rewriting, or trying a new approach.	rewriting, or trying a new approach.
	Added E.	A. Consider audience, purpose, and intent	
		before writing.	
		B. Plan appropriately to use specialized,	
		topic-specific language appropriate for	
		the audience, purpose and subject matter.	
		C. Consider writing as a process, including	
		self-evaluation, revision and editing.	
		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.	
		E. After initial drafting, expand, combine,	
		and reduce sentences for meaning,	
		audience, and style.	
Indicator	Added "flevibly making aditing and	•	W.S.E. With some guidence and support from
Text	Added "flexibly making editing and revision choices and sustaining effort	W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen	W.6.5. With some guidance and support from peers and adults, develop and strengthen
Text	to fit composition needs and purposes;	writing as needed by planning; flexibly making	writing as needed by planning, revising,
	and attempting to address purpose	editing and revision choices and sustaining	editing, rewriting, or trying a new approach.
	and audience."	effort to fit composition needs and purposes;	calaing, rewriting, or a ying a new approach.
	and dudience.	and attempting to address purpose and	
		audience.	
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Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Added "flexibly making editing and	W.WP.7.4. With some guidance and support	W.7.5. With some guidance and support from
Text	revision choices and sustaining effort	from peers and adults, develop and strengthen	peers and adults, develop and strengthen
	to complete complex writing tasks."	writing as needed by planning; flexibly making	writing as needed by planning, revising,
		editing and revision choices and sustaining	editing, rewriting, or trying a new approach,
		effort to complete complex writing tasks;	focusing on how well purpose and audience
		focusing on how well purpose and audience	have been addressed.
		have been addressed.	
Indicator	Added "sustaining effort to complete	W.WP.8.4. With some guidance and support	W.8.5. With some guidance and support from
Text	complex writing tasks; seeking out	from peers and adults, develop and strengthen	peers and adults, develop and strengthen
	assistance, models, sources or	writing as needed by planning, sustaining	writing as needed by planning, revising,
	feedback to improve understanding or	effort to complete complex writing tasks;	editing, rewriting, or trying a new approach,
	refine final products."	seeking out assistance, models, sources or	focusing on how well purpose and audience
		feedback to improve understanding or refine	have been addressed.
		final products; focusing on how well purpose	
		and audience have been addressed.	
Indicator	Added "sustaining effort to complete	W.WP.9-10.4. Develop and strengthen writing	W.9-10.5. Develop and strengthen writing as
Text	complex writing tasks; seeking out	as needed by planning, revising, editing,	needed by planning, revising, editing,
	feedback and reflecting on personal	rewriting, trying a new approach; sustaining	rewriting, trying a new approach, or consulting
	writing progress."	effort to complete complex writing tasks;	a style manual (such as MLA or APA Style),
		seeking out feedback and reflecting on	focusing on addressing what is most significant
		personal writing progress; consulting a style	for a specific purpose and audience.
		manual (such as MLA or APA Style), focusing on	
		addressing what is most significant for a	
		specific purpose and audience.	

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

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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed "Participate in shared	W.WR.K.5. With prompting and support,	W.K.7. Participate in shared research and
Text	research and writing projects (e.g.,	generate questions through shared research	writing projects (e.g., explore a number of
	explore a number of books by a	in response to a topic, text, or stimulus (e.g.	books by a favorite author and express
	favorite author and express opinions	event, photograph, video, book).	opinions about them).
	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.		
Indicator	Changed "Participate in shared	W.WR.1.5. With prompting and support,	W.1.7. Participate in shared research and
Text	research and writing projects (e.g.,	generate questions through shared research	writing projects (e.g., explore a number of
	explore a number of "how-to" books	about a topic and determine possible sources	"how-to" books on a given topic and use them
	on a given topic and use them to write	to obtain information on that topic.	to write a sequence of instructions).
	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.		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	Changed "Participate in shared	W.WR.2.5. Generate questions about a topic	W.2.7. Participate in shared research and
Text	research and writing projects (e.g.,	and locate related information from a	writing projects (e.g., read a number of books
	read a number of books on a single	reference source to obtain information on	on a single topic to produce a report; record
	topic to produce a report; record	that topic through shared and independent	science observations).
	science observations)" to "Generate	research.	
	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.		
Indicator	Changed "Conduct short research	W.WR.3.5. Generate questions about a topic	W.3.7. Conduct short research projects that
Text	projects that build knowledge about a	and independently locate related information	build knowledge about a topic.
	topic" to "Generate questions about a	from at least two reference sources (print and	
	topic and independently locate related	non-print) to obtain information on that topic.	
	information from at least two		
	reference sources (print and non-print)		
	to obtain information on that topic" in		
	W.WR.3.5.		
Indicator	Added "that use multiple reference	W.WR.4.5. Conduct short research projects	W.4.7. Conduct short research projects that
Text	sources (print and non-print)."	that use multiple reference sources (print and	build knowledge through investigation of
		non-print) and build knowledge through	different aspects of a topic.
		investigation of different aspects of a topic.	
Indicator	Changed "Conduct short research	W.WR.5.5. Establish a central idea about a	W.5.7. Conduct short research projects that
Text	projects that use several sources to	topic, investigation, issue or event and use	use several sources to build knowledge
	build knowledge through investigation	and quote several sources to support the	through investigation of different perspectives
	of different perspectives of a topic" to	proposed central idea.	of a topic.
	"Establish a central idea about a topic,		
	investigation, issue or event and use		
	and quote several sources to support		

Туре	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.

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
Indicator	n/a	W.SE.K.6. With guidance and support from	W.K.8. With guidance and support from adults,
		adults, recall information from experiences or	recall information from experiences or gather
		gather information from provided sources to	information from provided sources to answer a
		answer a question.	question.
Indicator	Added "select information from	W.SE.1.6. With guidance and support from	W.1.8. With guidance and support from adults,
Text	multiple sources to answer a question	adults, gather, select information from	recall information from experiences or gather
	or write about a topic."	multiple sources to answer a question or	information from provided sources to answer a
		write about a topic.	question.
Indicator	Changed "Recall information from	W.SE.2.6 Prioritize information provided by	W.2.8. Recall information from experiences or
Text	experiences or gather information	different sources on the same topic while	gather information from provided sources to
	from provided sources to answer a	gathering ideas and planning to write about a	answer a question.
	question" to "Prioritize information	topic.	
	provided by different sources on the		
	same topic while gathering ideas and		
	planning to write about a topic" in		
	W.SE.2.6.		
Indicator	Changed "Recall information from	W.SE.3.6. Use discussion, books, or media	W.3.8. Recall information from experiences or
Text	experiences or gather information	resources to gather ideas, outline them, and	gather information from print and digital
	from print and digital sources; take	prioritize the information to include while	sources; take brief notes on sources and sort
	brief notes on sources and sort	planning to write about a topic.	evidence into provided categories.
	evidence into provided categories" to		
	"Use discussion, books, or media		
	resources to gather ideas, outline		
	them, and prioritize the information to		

Туре	Description of Change	2023 NJSLS-ELA	2016 NJSLS-ELA
	include while planning to write about a		
	topic" in W.SE.3.6.		
Indicator	Added "gather," "multiple," "and	W.SE.4.6. Gather relevant information from	W.4.8. Recall relevant information from
Text	"prioritize."	multiple print and digital sources; take notes,	experiences or gather relevant information
		prioritize and categorize information and	from print and digital sources; take notes and
		provide a list of sources.	categorize information, and provide a list of
			sources.
Indicator	Added "Gather relevant information	W.SE.5.6. Gather relevant information from	W.5.8. Recall relevant information from
Text	from multiple valid," and "making note	multiple valid and reliable print and digital	experiences or gather relevant information
	of any similarities and differences	sources; summarize or paraphrase information	from print and digital sources; summarize or
	among ideas presented."	in notes and finished work, making note of any	paraphrase information in notes and finished
		similarities and differences among ideas	work, and provide a list of sources.
		presented; 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	W.RW.K.7. With prompting and support,	W.K.10. (Begins in grade 3)
	Kindergarten.	engage in brief but regular writing and	
		drawing tasks.	
New	Added standard W.RW.1.7. for Grade	W.RW.1.7. Engage in discussion, drawing, and	W.1.10. (Begins in grade 3)
	1.	writing in brief but regular writing tasks.	
New	Added standard W.RW.2.7. for Grade	W.RW.2.7. Engage in both collaborative and	W.2.10. (Begins in grade 3)
	2.	independent writing tasks regularly, including	
		extended and shorter time frames.	
Indicator	Changed "Write routinely over	W.RW.3.7. Engage in independent and task-	W.3.10. Write routinely over extended time
Text	extended time frames (time for	based writing for both short and extended	frames (time for research, reflection,
	research, reflection,	periods of time, producing written work	metacognition/self-correction and revision)
	metacognition/self-correction and	routinely.	and shorter time frames (a single sitting or a
	revision) and shorter time frames (a		day or two) for a range of discipline-specific
	single sitting or a day or two) for a		tasks, purposes, and audiences.
	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.		
Indicator	Added "(with time for research and	W.RW.4.7. Write routinely over extended time	W.4.10. Write routinely over extended time
Text	revision)," and "(a single sitting)."	frames (with time for research and revision)	frames (time for research, reflection,
		and shorter time frames (a single sitting) for a	metacognition/self-correction and revision)
		range of discipline-specific tasks, purposes, and	and shorter time frames (a single sitting or a

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