

**Request for changes/revisions to English Language Arts (ELA)/ Literacy in History/Social Studies, Science, and Technical Subjects**

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**READING FOR LITERATURE**

11	2	<b><u>RL.2.4 Reading for Literature-Second Grade: Standard 4</u></b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b><u>RL.2.4</u></b> <u>With guidance and support from adults, identify and</u> describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Review committee improved language to clarify how standard bridges from 1 <sup>st</sup> grade to 3 <sup>rd</sup> grade <u>Standard 4</u> .
37	8	<b><u>RL.8.9 Reading for Literature-Eighth Grade: Standard 9</u></b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b><u>RL.8.9</u></b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., <u>the Bible</u> ), including describing how the material is rendered new.	To standardize the format with other standards which gives examples of text, we changed "such as the Bible" to the recommended wording.
38	11-12	<b><u>RL.11-12.4 Reading for Literature-Eleventh-Twelfth Grade: Standard 4</u></b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	<b><u>RL.11-12.4</u></b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or <u>powerful</u> language that is particularly fresh, engaging, or beautiful.	Powerful is a more generically encompassing word that allows educators to flexibly choose powerfully worded texts of all types, not just the listed adjectives.
38	11-12	<b><u>RL.11-12.9 Reading for Literature-Eleventh-Twelfth Grade: Standard 9</u></b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b><u>RL.11-12.9</u></b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature <u>and other literary canons</u> , including how two or more texts from the same period treat similar themes or topics.	Committee addressed the public concern and allowed for local control of curricular decisions.

**READING FOR INFORMATIONAL TEXT**

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40	11-12	<p><b><u>RI.11-12.8 Reading for Informational Text-Eleventh-Twelfth Grade: Standard 8</u></b>                      Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p><b><i>RI.11-12.8</i></b> Delineate and evaluate the reasoning in seminal U.S. <b>and other</b> texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majoring opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalists, presidential addresses).</p>	<p>Committee answered the public concern and allowed for local control of curricular decisions.</p>
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40	11-12	<p><b><u>RI.11-12.9 Reading for Informational Text-Eleventh-Twelfth Grade: Standard 9</u></b>                      Analyze seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p><b><i>RI.11-12.9</i></b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) <b>and other documents of similar significance</b> for their themes, purposes, and rhetorical features.</p>	<p>Committee answered the public concern and allowed for local control of curricular decisions.</p>
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**LANGUAGE**

54	11-12	<p><b><u>L.11-12.2a Language-Eleventh-Twelfth Grade Band-Standard 2a</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>	<p><b><i>L.11-12.2a</i></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. <b>Use hyphenation conventions.</b></li> <li>b. Spell correctly.</li> </ul>	<p>To standardize the verb with the preceding Language standards, committee recommends changing "observe", which is a passive verb, to "use," which implies application of the skill.</p>
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**WRITING**

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19	2	<b>W.2.6 Writing-Second Grade: Standard 6</b> With guidance and support from adults, use a Variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.2.6</b> With guidance and support from adults, use <u>technology</u> to produce and publish writing ( <u>using keyboarding skills</u> ) <u>as well as to interact and collaborate with others.</u>	Review committee agreed to improve language that affected standard <b>grades 2- 5</b> to better support grade level appropriate standard.
21	3	<b>W.3.6 Writing-Third Grade: Standard 6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs)</u>	Review committee agreed to improve language that affected standard <b>grades 2-5.</b>
21	4	<b>W.4.6 Writing-Fourth Grade: Standard 6</b> With some guidance and support from adults, use technology, including the Internet, to Produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type <u>multi-paragraph text. (e.g., 1-2 pages)</u>	Review committee agreed to improve language that affected standard <b>grades 2-5</b> to better support grade level appropriate standard.
21	5	<b>W.5.6 Writing-Fifth Grade: Standard 6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type <u>multi-paragraph text. (e.g., 1-3pages)</u>	Review committee agreed to improve language that affected standard <b>grades 2-5</b> to better support grade level appropriate standard.
20	4	<b>W.4.1 Writing-Fourth Grade: Standard 1</b> 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	<b>W.4.1</b> 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	<i>Expanding upon Existing Standard grades 4-12</i>  Grade 4:

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		<p>opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. <u>Use precise language and domain-specific vocabulary to support the opinion piece.</u></p> <p>e. Provide a concluding statement or section related to the opinion presented.</p>	<p>Add (d) *Existing d becomes (e)</p>
20	5	<p><b>W.5.1 Writing-Fifth Grade: Standard 1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. <u>Use precise language and domain-specific vocabulary to support the opinion piece.</u></p> <p>e. Provide a concluding statement</p>	<p><i>Expanding upon Existing Standard grades 4-12</i></p> <p>Grade 5: Add (d) *Existing d becomes (e)</p>

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			or section related to the opinion presented.	
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42	6	<p><b><u>W.6.1 Writing-Sixth Grade: Standard 1</u></b>                  Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p><b><u>W.6.1</u></b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. <u>Use precise language and domain-specific vocabulary to support the argument.</u></li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p><i>Expanding upon Existing Standard grades 4-12</i></p> <p>Grade 6:                  Add (d)                  *Existing (d) becomes (e)                  *Existing (e) becomes (f)</p>
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42	7	<p><b><u>W.7.1 Writing-Seventh Grade: Standard 1</u></b>                  Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate,</li> </ul>	<p><b><u>W.7.1</u></b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and</li> </ul>	<p><i>Expanding upon Existing Standard grades 4-12</i></p> <p>Grade 7: Add (d)                  *Existing (d) becomes (e)</p>
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		<p>credible sources and demonstrating an understanding Of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. <u>Use precise language and domain-specific vocabulary to support the argument.</u></p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>*Existing (e) becomes (f)</p>
42	8	<p><b><u>W.8.1 Writing-Eighth Grade: Standard 1</u></b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the</p>	<p><b><u>W.8.1 Write</u></b> arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and</p>	<p><i>Expanding upon Existing Standard grades 4-12</i></p> <p>Grade 8: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)</p>

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		<p>relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. <u>Use precise language and domain-specific vocabulary to support the argument.</u></p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
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45	9-10	<p><b><u>W.9-10.1 Writing-Ninth-Tenth Grade Band: Standard 1</u></b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships</p>	<p><b><u>W.9-10.1 Write</u></b> arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and</p>	<p><i>Expanding upon Existing Standard grades 4-12</i></p> <p>Grade 9-10: Add (d)                      *Existing (d) becomes (e)                      *Existing (e) becomes (f)</p>
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		<p>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><u>d. Use precise language and domain-specific vocabulary to manage the complexity of the argument.</u></p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
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45	11-12	<p><b><u>W.11-12.1 Writing-Eleventh-Twelfth Grade Band: Standard 1</u></b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the</p>	<p><b><u>W.11-12.1</u></b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and</p>	<p><i>Expanding upon Existing Standard grades 4-12</i></p> <p>Grade 11-12: Add (d)                      *Existing (d) becomes (e)                      *Existing (e) becomes (f)</p>
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		<p>audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><u>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the argument.</u></p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
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**With Change to Writing Standard 1 for ELA/Literacy, it is also recommended that Writing Standard 1 for LITERACY in HISTORY/SOCIAL STUDIES,SCIENCE, and TECHNICAL SUBJECTS Grades Sixth through Twelfth Grades are aligned for consistency.**

64	6-8	<p><b><u>WHST.6-8.1 Literacy in History/Social Studies, Science, and Technical Subjects-Sixth-Eighth Grade Band: Standard 1</u></b></p> <p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the</p>	<p><b><u>WHST.6-8.1</u></b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning</p>	<p><i>Expanding upon Existing Standard grades 6-12 for Literacy across content areas.</i></p> <p>Grade 6-8: Add (d) *Existing (d) becomes (e)</p>
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		<p>reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the argument.</u></p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>*Existing (e) becomes (f)</p>
64	9-10	<p><b><u>WHST.9-10.1 Literacy in History/Social Studies, Science, and Technical Subjects-Ninth-Tenth Grade Band: Standard 1</u></b></p> <p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the</p>	<p><b><u>WHST.9-10.1</u></b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience’s knowledge level and</p>	<p><i>Expanding upon Existing Standard grades 6-12 for Literacy across content areas.</i></p> <p><i>Grade 9-10: Add (d)</i>  <i>*Existing (d) becomes (e)</i>  <i>*Existing (e) becomes (f)</i></p>

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		<p>major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. <u>Use precise language and domain-specific vocabulary to manage the complexity of the argument and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</u></p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from or supports the argument presented.</p>	
64	11-12	<p><b><u>WHST.11-12.1 Literacy in History/Social Studies, Science, and Technical Subjects- Eleventh-Twelfth Grade Band: Standard 1</u></b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims</p>	<p><b><u>WHST.11-12.1</u></b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for</p>	<p><i>Expanding upon Existing Standard grades 6-12 for Literacy across content areas.</i></p> <p><i>Grade 11-12: Add (d)</i></p>

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		<p>fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><u>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</u></p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><i>*Existing (d) becomes (e)</i>  <i>*Existing (e) becomes (f)</i></p>
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