Standard Code	Standard Code and Standard	Keep or Propose Change	Change: Removed, Re-written, Broken Up	Quality Standard Rule #	Reason for Proposed Change
6.RL.1	6.RL.1 Cite **relevant** textual evidence to support analysis of what the text says explicitly as well as **logical** inferences drawn from the text.	Propose Change	Rewritten	More clarifying language	Clearer more precise language
6.RL.2	6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Propose Change	Added to	To clarify	It is important to acknowledge that there can be more than one central idea within a text.
6.RL.3	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Keep	n/a	n/a	n/a
6.RL.4	6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Keep	n/a	n/a	n/a
6.RL.5	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Keep	n/a	n/a	n/a
6.RL.6	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Keep	n/a	n/a	n/a

6.RL.7	6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Keep	n/a	n/a	n/a
6.RL.8	6.RL.8 (Not applicable to literature)	n/a	n/a	n/a	n/a
6.RL.9	6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.	Propose Change	Added to	clarifying more examples	There will be more examples than what is presented.
6.RL.10	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with ~~scaffolding~~ and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.	Propose Change	Added to and re-written	more clarifying language	Added more clarifying language and organized the standard into an a/b format.
6.RI.1	6.RI.1 Cite **relevant** textual evidence to support analysis of what the text says explicitly as well as **logical** inferences drawn from the text.	Propose	Re-written	more clarifying language	Clearer more precise language
6.RI.2	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments	Keep	n/a	n/a	n/a
6.RI.3	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. ~~(e.g., through examples or anecdotes).~~	Propose Change	Remove	n/a	Example will be better in the unpacked standards.
6.RI.4	6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Keep	n/a	n/a	n/a

6.RI.5	6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Keep	n/a	n/a	n/a
6.RI.6	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Keep	n/a	n/a	n/a
6.RI.7	6.RI.7 Integrate information presented in different media or **visual** formats ~~(e.g., visually, quantitatively)~~ as well as in words to develop a coherent understanding of a topic or issue.	Propose Change	Add a word and remove the examples	simplified language	Examples will be better in the unpacked standards.
6.RI.8	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Propose Change	Add a word	use clearer language	To use a clearer term for clarification
6.RI.9	6.RI.9 Compare and contrast ~~one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).~~**two authors' presentations of events on the same topic.**	Propose Change	Removed example and added more clarifying terms	simplified language	Clearer more precise language and examples will be used in the upacked standards
6.RI.10	6.RI.10 By the end of the year, read and comprehend ~~literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. and~~ **literary nonficion and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of therange. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.**	Propose Change	Added and rewritten	more clarifying language	Added more clarifying language and organized the standard into an a/b format for easier understanding for the stakeholder.

6.W.1	6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows	Keep	n/a	n/a	n/a
6.W.2	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings**, etc.**), graphics (e.g., charts, tables**, etc.**), and multimedia when useful to **aid** comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	Propose Change	add etc. to examples	clarifying more examples	clarifying that there are more examples

6.W.3	6.W.3 Write narratives **and other creative texts** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use **literary and** narrative techniques, such as dialogue, pacing, **rhythm,** and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, **figurative** and sensory language to convey experiences and events. e. Provide a conclusion that follows from **and/or reflects** the narrated experiences or event **(when appropriate to the genre)**.	Propose Change	Added to	to include poetry within the writing standards	Adding elements of poetry to the standard
6.W.4	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Keep	n/a	n/a	n/a
6.W.5	6.W.5 Develop and strengthen writing as needed by planning, **drafting,** revising, editing, rewriting, or trying a new approach. **Use guidance and support from peers and adults as needed.** (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).	Propose change	Added to	clarifying more examples	more clarity with the writing approach

6.W.6	6.W.6 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~~ **produce writing** with a minimum of **two-**three pages in a single sitting.	Propose change	Removed	removed tyype standard from this location-repetetive and	less repetition of standards
6.W.7	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Keep	n/a	n/a	n/a
6.W.8	6.W.8 Gather **relevant** information from multiple print and digital sources**. a. A**ssess the credibility of each source. **b. Q**uote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Propose change	Added to	Clearer to the stakeholder	More organized for easier understanding
6.W.9	6.W.9 Draw relevant evidence from literary or informational texts to support **written a**nalysis, reflection, and research. a. Apply grade 6 Reading standards **for** literature **to writing** ~~(e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics")~~ b. Apply grade 6 Reading standards **for** ~~literary nonfiction~~ **informational texts to writing** ~~(e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").~~	Propose change	Removed examples	removing excess information	Removed examples because they were previously stated.
6.W.10	6.W.10 Write routinely over extended time frames (~~time~~ for research, reflection, and revision) and shorter time frames (**in** a single sitting or **in** a day or two) for a range of discipline-specific tasks, purposes, and audiences**; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.**	Keep	n/a	n/a	n/a

6.SL.1	**Speaking and Listening Standards are on a Separate PDF Document located on the DOE Standards Website.**				
6.SL.2					
6.SL.3					
6.SL.4					
6. SL.5					
6. SL.6					
6.SL.7					

Language Standards					
6.L.1	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves, **etc.**). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Propose change	Added to	clearer language	knowing that there is more than what shows
6.L.2	6.L.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; **consult references as needed**	change	Re-written	2 add critical content	We like the idea 9-10 suggested and that 5th currently use of students using reference materials to help with spelling.
6.L.3	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	Keep	n/a	n/a	n/a

6.L.4	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context ~~(e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)~~ as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, **etc.**). c. Consult reference materials ~~(e.g., dictionaries, glossaries, thesauruses)~~, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase ~~(e.g., by checking the inferred meaning in context or in a dictionary).~~	Propose change	Removed/Added to	Clearer language and more examples	The examples made it more difficult to understand the standard. Added etc. to let people know that there are more examples out there.
6.L.5	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification, **etc.**)~~-~~in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Propose change	Added to	added etc.	to let others know there are more figures of speech
6.L.6	6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Keep	n/a	n/a	n/a

6.RH.1	6.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Keep	n/a	n/a	n/a
6.RH.2	6.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Keep	n/a	n/a	n/a
6.RH.3	6.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered**, etc**.).	Proposed Change	Added to	more examples	To acknowledge there are many more examples.
6.RH.4	6.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Keep	n/a	n/a	n/a
6.RH.5	6.RH.5 **Describe the organization of a text (e.g., sequence, comparison/contrast, cause and effect, etc.)**.	Proposed Change	Added to	more examples and specific	To acknowledge there are many more examples. Improved language.
6.RH.6	6.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts, **etc**.).	Proposed Change	Added to	more examples	There are many more examples.
6.RH.7	6.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, maps, **etc.)** with other information in print and digital texts.	Propose Change	Rewritten	1 improve clarity	Since the standard is for 6-8, the "etc." leaves the possibilities more wide open
6.RH.8	6.RH.8 Distinguish among fact, opinion, **bias,** and reasoned judgment in a text.	Proposed Change	Added to	clearer language	To make the standard more clear.
6.RH.9	6.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	Keep	n/a	n/a	n/a

6.RH.10	6.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Keep	n/a	n/a	n/a
6.RST.1	6.RST.1 Cite specific textual evidence to support analysis of science and technical texts.	Keep	n/a	n/a	n/a
6.RST.2	6.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Keep	n/a	n/a	n/a
6.RST.3	6.RST.3 **Read and** precisely **follow** a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Proposed Change	Added to	add a skill	A skill is added to help clarify.
6.RST.4	6.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Keep	n/a	n/a	n/a
6.RST.5	6.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Keep	n/a	n/a	n/a
6.RST.6	6.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Keep	n/a	n/a	n/a

6.RST.7	6.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, table, **etc.**).	Proposed Change	Added to	clarity	There are more examples.
6.RST.8	6.RST.8 Distinguish among facts, reasoned judgment based on research findings, **bias,** and speculation in a text.	Proposed Change	Added to	clarity	More clarification and adding a critical skill.
6.RST.9	6.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Keep	n/a	n/a	n/a
6.RST.10	6.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Keep	n/a	n/a	n/a
6.WHST.1	6.WHST.1 Write arguments focused on discipline-specific content. 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. 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. c. Use **transitional** words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. f. **Avoid plagiarism**	Propose change	Added to	clearer language	added more clarifying language

6.WHST.2	6.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid ~~co~~mprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Keep			
6.WHST.3	6.WHST.3 Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	Keep	n/a	n/a	n/a
6.WHST.4	6.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Keep	n/a	n/a	n/a

6.WHST.5	6.WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, **drafting,** revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Propose change	Added to	more clarifying language	clearer language for the stake holder
6.WHST.6	6.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Keep	n/a	n/a	n/a
6.WHST.7	6.WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Keep	n/a	n/a	n/a
6.WHST.8	6.WHST.8 Gather relevant information from multiple print and digital sources, **a.** using search terms effectively; **b.** assess the credibility and accuracy of each source; **c.** and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Propose change	Added to	more organized	organized the information for the stakeholder
6.WHST.9	6.WHST.9 Draw **relevant** evidence from informational **and/or literary fiction or nonfiction** texts to support **written** analysis, reflection, and research.	Propose change	Added to	more clarifying language	more clarifying language
6.WHST.10	6.WHST.10 Write routinely over extended time frames (~~time~~ **for research,** ~~for~~ reflection**,** and revision) and shorter time frames (**in** a single sitting or **in** a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Propose change	Added to/deleted	more clarifying language	to make the standard more clear.