

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: New York P-12 Learning Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

4

Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE
EXPECTATION

4

Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

9-10R2:

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE
EXPECTATION

9-10W2f:

Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

9-10W5:

Draw evidence from literary or informational texts to support analysis, reflection, and research.
Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

9-
10SL1a:

Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE
EXPECTATION

9-
10SL1b:

Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE
EXPECTATION

9-
10SL1d:

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RH4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RST1:

Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

EXPECTATION /
CONTENT
SPECIFICATION

RST2:

Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

EXPECTATION /
CONTENT
SPECIFICATION

RST3:

Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RST4:

Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE
EXPECTATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

4

Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	11- 12SL4:	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE
EXPECTATION

9-10L1:4

Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION /
CONTENT
SPECIFICATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION /
CONTENT
SPECIFICATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RH4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION

RST1:

Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION

RST2:

Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

EXPECTATION / CONTENT SPECIFICATION

RST3:

Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RST4:

Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

9-10R2:

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE
EXPECTATION

9-
10W2a:

Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE
EXPECTATION

9-
10W2b:

Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE
EXPECTATION

9-
10W2c:

Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE
EXPECTATION

9-
10W2d:

Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE
EXPECTATION

9-
10W2e:

Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA

English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

11-12R2:

Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

11-12R4:

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE
EXPECTATION

11-
12W2a:

Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE
EXPECTATION

11-
12W2b:

Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE
EXPECTATION

11-
12W2c:

Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

RST7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION /
CONTENT
SPECIFICATION

RST8:

Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE
EXPECTATION

WHST2b:

Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE
EXPECTATION

WHST2d:

Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RH5:

Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

11-12R4:

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2f	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	11- 12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	11- 12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	11- 12W3c:	Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE EXPECTATION	11- 12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	11- 12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	9- 10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE EXPECTATION	9- 10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9- 10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

3

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	11-12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	11-12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION

3

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	11- 12W3c:	Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE EXPECTATION	11- 12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	11- 12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	9- 10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE EXPECTATION	9- 10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9- 10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

3

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	11-12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	11-12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	11- 12W3c:	Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE EXPECTATION	11- 12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	11- 12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

WHST7:

Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE
EXPECTATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE
EXPECTATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE
EXPECTATION

9-10L1:4

Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION /
CONTENT
SPECIFICATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION /
CONTENT
SPECIFICATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RH4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION

RST1:

Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION

RST2:

Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

EXPECTATION / CONTENT SPECIFICATION

RST3:

Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RST4:

Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

EXPECTATION /
CONTENT
SPECIFICATION

RH2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

EXPECTATION /
CONTENT
SPECIFICATION

RH3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RH4:

Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION /
CONTENT
SPECIFICATION

RH5:

Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.

EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

WHST7:

Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE
EXPECTATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

**STRAND /
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RST4:

Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION

WHST2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION

WHST2b:

Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION

WHST2d:

Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION

WHST 3:

Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION

WHST 4:

Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

WHST7:

Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE
EXPECTATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA

English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.

EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9- 10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE
EXPECTATION

11-
12W2f:

Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE
EXPECTATION

11-
12W3d:

Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE
EXPECTATION

11-
12W3e:

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE
EXPECTATION

11-
12W2f:

Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE
EXPECTATION

11-
12W3c:

Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE
EXPECTATION

11-
12W3d:

Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE
EXPECTATION

11-
12W3e:

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

Lesson 10: Unit 5 Writing from Pictures, p.85-90

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	9- 10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE EXPECTATION	9- 10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9- 10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
New York P-12 Learning Standards		
Language Arts		
Grade 10 - Adopted: 2017/Effective 2020		
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	11-12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	11-12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION 3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	11- 12W3c:	Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE EXPECTATION	11- 12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	11- 12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION 3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE
EXPECTATION

9-10W2f:

Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE
EXPECTATION

9-
10W3c:

Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

GRADE
EXPECTATION

9-
10W3d:

Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE
EXPECTATION

9-
10W3e:

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

9-
10SL1a:

Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

3

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RH5:

Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	11- 12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	11- 12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W3:	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	11- 12W3c:	Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE EXPECTATION	11- 12W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

GRADE EXPECTATION	11- 12W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE
EXPECTATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

2

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

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE
EXPECTATION

4

Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

11-12L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION /
CONTENT
SPECIFICATION

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION /
CONTENT
SPECIFICATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE
EXPECTATION

WHST2b:

Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE
EXPECTATION

WHST2d:

Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

WHST3:

Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION /
CONTENT
SPECIFICATION

WHST4:

Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE
EXPECTATION

9-10L1:4

Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RH4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RST1:

Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

EXPECTATION /
CONTENT
SPECIFICATION

RST2:

Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

EXPECTATION /
CONTENT
SPECIFICATION

RST3:

Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RST4:

Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

9-10R2:

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE
EXPECTATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

2

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

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE
EXPECTATION

4

Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

9-10R2:

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE
EXPECTATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

2

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

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE
EXPECTATION

4

Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

9-10R2:

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 16: Unit 7 Inventive Writing, p. 147-152

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND /
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

**STRAND /
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical
Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE
EXPECTATION

WHST2b:

Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE
EXPECTATION

WHST2d:

Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical
Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

Lesson 17: Unit 7 Inventive Writing, p. 153-158

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

RST7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION /
CONTENT
SPECIFICATION

RST8:

Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE
EXPECTATION

WHST2b:

Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE
EXPECTATION

WHST2b:

Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE
EXPECTATION

WHST2d:

Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2

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

EXPECTATION /
CONTENT
SPECIFICATION

3

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE
EXPECTATION

WHST2b:

Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE
EXPECTATION

WHST2b:

Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE
EXPECTATION

WHST2d:

Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

9-10R2:

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION 5 Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION 6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE
EXPECTATION

9-10L1:4

Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	11-12R7:	In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE
EXPECTATION

5

Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	11-12R7:	In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.

EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards**Language Arts**

Grade 9 - Adopted: 2017/Effective 2020

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards****CATEGORY /
CLUSTER / KEY
IDEA**

English Language Arts Anchor Standards

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Writing Anchor Standards

**EXPECTATION /
CONTENT
SPECIFICATION**

Text Types and Purposes

GRADE
EXPECTATION

2

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

GRADE
EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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THEME****New York State Next Generation English Language Arts Learning Standards****CATEGORY /
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IDEA**

English Language Arts Anchor Standards

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Writing Anchor Standards

**EXPECTATION /
CONTENT
SPECIFICATION**

Research to Build and Present Knowledge

GRADE
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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IDEA**

English Language Arts Anchor Standards

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Speaking and Listening Anchor Standards

**EXPECTATION /
CONTENT
SPECIFICATION**

Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

6

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE
EXPECTATION

WHST2b:

Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE
EXPECTATION

WHST2d:

Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION

WHST 3:

Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION

WHST5:

Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION

WHST6:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION

2

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

GRADE EXPECTATION

3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE 7
EXPECTATION Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE 1
EXPECTATION Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE 3
EXPECTATION Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL

STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	11-12W6:	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	11-12W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

RST7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION /
CONTENT
SPECIFICATION

RST8:

Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2

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

EXPECTATION /
CONTENT
SPECIFICATION

3

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE
EXPECTATION

WHST2b:

Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9- 10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9- 10W2d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1c:

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.

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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical
Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE
EXPECTATION

WHST2a:

Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE
EXPECTATION

WHST2b:

Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE
EXPECTATION

WHST2c:

Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE
EXPECTATION

WHST2d:

Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical
Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
EXPECTATION / CONTENT SPECIFICATION	RST8:	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

GRADE EXPECTATION	WHST2a:	Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

GRADE EXPECTATION	WHST2b:	Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE
EXPECTATION

9-10L1:4

Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

11-12R2:

Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

1

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		
New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
DOMAIN /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
DOMAIN /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

11-12R2:

Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 7 Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION WHST1c: 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.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

5

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE
EXPECTATION

9-10L4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE
EXPECTATION

9-10L4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

9-10L6:

Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
DOMAIN /
UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
DOMAIN /
UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**STRAND /
DOMAIN /
UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RH5:

Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11- 12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11- 12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11- 12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11- 12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1c:	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.

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Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.

GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11- 12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	11- 12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1c:	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.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

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Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9- 10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
GRADE EXPECTATION	9- 10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
GRADE EXPECTATION	9- 10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE EXPECTATION	9- 10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION /
CONTENT
SPECIFICATION

4

Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RST4:

Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION

WHST1a:

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.

GRADE EXPECTATION

WHST1b:

Develop claim(s) and counterclaims objectively, 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.

GRADE EXPECTATION

WHST1c:

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.

GRADE EXPECTATION

WHST1e:

Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION

WHST 4:

Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9- 10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

GRADE EXPECTATION	9- 10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

GRADE EXPECTATION	9-10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE EXPECTATION	9-10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

11-12R2:

Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

11-12R4:

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE
EXPECTATION

11-
12W1a:

Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

GRADE
EXPECTATION

11-
12W1b:

Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

GRADE
EXPECTATION

11-
12W1c:

Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

GRADE EXPECTATION	11-12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1a:	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.

GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE EXPECTATION	11-12W1a:	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

GRADE EXPECTATION	11-12W1b:	Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

GRADE EXPECTATION	11-12W1c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

GRADE EXPECTATION	11-12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9-10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
GRADE EXPECTATION	9-10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
GRADE EXPECTATION	9-10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE EXPECTATION	9-10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE EXPECTATION	9- 10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

GRADE EXPECTATION	9- 10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

GRADE EXPECTATION	9- 10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

GRADE EXPECTATION	9- 10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	9- 10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1a:

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.

GRADE
EXPECTATION

WHST1b:

Develop claim(s) and counterclaims objectively, 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.

GRADE
EXPECTATION

WHST1c:

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.

GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE EXPECTATION	11- 12W1a:	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
GRADE EXPECTATION	11- 12W1b:	Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
GRADE EXPECTATION	11- 12W1c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
GRADE EXPECTATION	11- 12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**STRAND /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	11- 12W1a:	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
GRADE EXPECTATION	11- 12W1b:	Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
GRADE EXPECTATION	11- 12W1c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
GRADE EXPECTATION	11- 12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

New York P-12 Learning Standards

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Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9- 10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
GRADE EXPECTATION	9- 10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
GRADE EXPECTATION	9- 10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE EXPECTATION	9- 10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	9- 10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION /
CONTENT
SPECIFICATION

4

Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RST4:

Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION

WHST1a:

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.

GRADE EXPECTATION

WHST1b:

Develop claim(s) and counterclaims objectively, 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.

GRADE EXPECTATION

WHST1c:

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.

GRADE EXPECTATION

WHST1e:

Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION

WHST 4:

Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

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Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9-10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

GRADE EXPECTATION	9-10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

GRADE EXPECTATION	9-10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE EXPECTATION	9-10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9-10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

11-12R2:

Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

11-12R4:

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE
EXPECTATION

11-
12W1a:

Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

GRADE
EXPECTATION

11-
12W1b:

Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

GRADE
EXPECTATION

11-
12W1c:

Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

GRADE EXPECTATION	11- 12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1a:	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.

GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	11-12R2:	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	11-12R3:	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE EXPECTATION	11-12W1a:	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

GRADE EXPECTATION	11-12W1b:	Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

GRADE EXPECTATION	11-12W1c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

GRADE EXPECTATION	11-12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	11-12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	11-12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION	11-12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	11-12L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

New York P-12 Learning Standards

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9-10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
GRADE EXPECTATION	9-10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
GRADE EXPECTATION	9-10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE EXPECTATION	9-10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

New York P-12 Learning Standards

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE
EXPECTATION

9-
10W1a:

Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

GRADE
EXPECTATION

9-
10W1b:

Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

GRADE
EXPECTATION

9-
10W1c:

Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

GRADE
EXPECTATION

9-
10W1d:

Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE
EXPECTATION

9-
10W1e:

Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9- 10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	9- 10SL1d:	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE
EXPECTATION

9-10L3a:

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE
EXPECTATION

WHST1a:

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.

GRADE
EXPECTATION

WHST1b:

Develop claim(s) and counterclaims objectively, 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.

GRADE
EXPECTATION

WHST1c:

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.

GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

New York P-12 Learning Standards

Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE EXPECTATION	11- 12W1a:	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
GRADE EXPECTATION	11- 12W1b:	Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
GRADE EXPECTATION	11- 12W1c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
GRADE EXPECTATION	11- 12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11- 12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

New York P-12 Learning Standards

Language Arts

Grade 12 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	11- 12W1a:	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
GRADE EXPECTATION	11- 12W1b:	Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
GRADE EXPECTATION	11- 12W1c:	Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
GRADE EXPECTATION	11- 12W1d:	Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	11- 12W2b:	Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	11- 12W2d:	Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
GRADE EXPECTATION	11- 12W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	11-12SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.
GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
GRADE EXPECTATION	11-12SL1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1a:	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.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively 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.
GRADE EXPECTATION	WHST1c:	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.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.