

# Main Criteria: Investigations in Writing

## Secondary Criteria: New York P-12 Learning Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

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

#### New York P-12 Learning Standards

##### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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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**

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

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

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Presentation of Knowledge and Ideas</b>

<b>GRADE EXPECTATION</b>	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**

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

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**

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

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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION 6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)

EXPECTATION / CONTENT SPECIFICATION 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

<b>GRADE EXPECTATION</b>	<b>6W3d:</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W5:</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
<b>GRADE EXPECTATION</b>	<b>6SL1a:</b>	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	<b>6SL1b:</b>	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>GRADE EXPECTATION</b>	<b>6SL1d:</b>	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Presentation of Knowledge and Ideas</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

6SL4:

Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L3:	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**GRADE  
EXPECTATION**

6L3b:

Maintain consistency in style and tone.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L4:	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>GRADE EXPECTATION</b>	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**GRADE  
EXPECTATION**

6L4d:

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**

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

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

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	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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**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
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**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.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
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 content-specific vocabulary related to history/social studies.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe 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		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

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.
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THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>

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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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

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

Lesson 02: Unit 2: Writing from Notes, p. 19-28

## **New York P-12 Learning Standards**

### **Language Arts**

**Grade 6 - Adopted: 2017/Effective 2020**

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THEME**

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

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

**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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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>

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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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.
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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
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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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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
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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.
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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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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	6L4d:	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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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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**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.
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**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Integration of Knowledge and Ideas</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
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**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 6-8
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.
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**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 6-8
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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
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GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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**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 6-8
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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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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST7: Draw evidence from informational texts to support analysis, reflection, and research.
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Lesson 03: Unit 2: Writing from Notes, p. 29-34

**New York P-12 Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017/Effective 2020**

**STRAND /  
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UNIFYING  
THEME**

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

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

<b>GRADE EXPECTATION</b>	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.
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<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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<b>GRADE EXPECTATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>

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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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.
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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
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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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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
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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.
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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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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	6L4d:	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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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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**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.
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**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
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**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>WHST2:</b>	<b>Write informative/explanatory text focused on discipline-specific content.</b>

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

**STRAND / DOMAIN / UNIFYING THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

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

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

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**

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

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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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

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

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

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	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.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE EXPECTATION</b>	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 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		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Knowledge of Language</b>
EXPECTATION / CONTENT SPECIFICATION	6L3:	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>	6th Grade Language Standards   6L
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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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**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
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.

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DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST2:	Write informative/explanatory text focused on discipline-specific content.
<b>GRADE EXPECTATION</b>	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
<b>GRADE EXPECTATION</b>	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
<b>GRADE EXPECTATION</b>	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

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

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Presentation of Knowledge and Ideas</b>

<b>GRADE EXPECTATION</b>	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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THEME**

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

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

  

<b>GRADE EXPECTATION</b>	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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**STRAND /  
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UNIFYING  
THEME**

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

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

<b>GRADE EXPECTATION</b>	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

<b>GRADE EXPECTATION</b>	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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<b>GRADE EXPECTATION</b>	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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<b>GRADE EXPECTATION</b>	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Presentation of Knowledge and Ideas</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION 6L3b: Maintain consistency in style and tone.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION 6L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION 6L4d: 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		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply 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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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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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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.
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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 6-8
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 P-12 Learning Standards****Language Arts****Grade 6 - Adopted: 2017/Effective 2020****STRAND / DOMAIN / UNIFYING THEME****New York State Next Generation English Language Arts Learning Standards**

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

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

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

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

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>
<b>GRADE EXPECTATION</b>	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>GRADE EXPECTATION</b>	6W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
<b>GRADE EXPECTATION</b>	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>GRADE EXPECTATION</b>	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>GRADE EXPECTATION</b>	6W3e:	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

<b>GRADE EXPECTATION</b>	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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<b>GRADE EXPECTATION</b>	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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<b>GRADE EXPECTATION</b>	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>

<b>GRADE EXPECTATION</b>	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE EXPECTATION	6L4d:	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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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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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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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**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.
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**STRAND /  
DOMAIN /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

**New York P-12 Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017/Effective 2020**

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>GRADE EXPECTATION</b>	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**

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

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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	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		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>

EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Speaking and Listening Standards   6SL</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE EXPECTATION	6L4d:	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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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
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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Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

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

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

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

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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UNIFYING  
THEME**

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

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

<b>GRADE EXPECTATION</b>	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE EXPECTATION</b>	<b>4</b>	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.

<b>GRADE EXPECTATION</b>	<b>6</b>	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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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6R3:</b>	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W2:</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE EXPECTATION</b>	<b>6W2f:</b>	Establish and maintain a style appropriate to the writing task.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	<b>6L1:3</b>	Recognize and correct pronouns that have unclear or ambiguous antecedents.
<b>GRADE EXPECTATION</b>	<b>6L1:9</b>	Recognize and correct inappropriate verb shifts.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L3:</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>GRADE EXPECTATION</b>	<b>6L3b:</b>	Maintain consistency in style and tone.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>GRADE EXPECTATION</b>	<b>6L4a:</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>GRADE EXPECTATION</b>	<b>6L4c:</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE EXPECTATION	6L4d:	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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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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**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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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

**New York P-12 Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017/Effective 2020**

**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	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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**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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**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.
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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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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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**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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**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.
<b>New York State Next Generation English Language Arts Learning Standards</b>		

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.
<b>New York State Next Generation English Language Arts Learning Standards</b>		
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		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

**GRADE  
EXPECTATION**

6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**GRADE  
EXPECTATION**

6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**GRADE  
EXPECTATION**

6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
<b>GRADE EXPECTATION</b>	6L1:9	Recognize and correct inappropriate verb shifts.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L3:</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**GRADE  
EXPECTATION**

6L3b: Maintain consistency in style and tone.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>

**GRADE  
EXPECTATION**

6L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**GRADE  
EXPECTATION**

6L4d: 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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

6L6: Acquire and accurately use general academic and content-specific words and phrases; apply 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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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**

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

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

**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

EXPECTATION / CONTENT SPECIFICATION RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST3:	Describe 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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
<b>STRAND / DOMAIN / UNIFYING THEME</b> <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>		

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>

<b>GRADE EXPECTATION</b>	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
<b>GRADE EXPECTATION</b>	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
<b>GRADE EXPECTATION</b>	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
Lesson 10: Unit 4 Summarizing a Reference, p. 83-90		
<b>New York P-12 Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2017/Effective 2020</b>		
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>English Language Arts Anchor Standards</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Reading Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION		<b>Key Ideas and Details</b>

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.
<b>STRAND / DOMAIN / UNIFYING THEME</b> <b>New York State Next Generation English Language Arts Learning Standards</b>		

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**

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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

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

**GRADE EXPECTATION** 3 **New York State Next Generation English Language Arts Learning Standards**

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

**GRADE EXPECTATION** 4 **New York State Next Generation English Language Arts Learning Standards**

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

**GRADE EXPECTATION** 4 **New York State Next Generation English Language Arts Learning Standards**

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

**GRADE EXPECTATION** 6 **New York State Next Generation English Language Arts Learning Standards**

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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>GRADE EXPECTATION</b>	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
<b>GRADE EXPECTATION</b>	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
<b>GRADE EXPECTATION</b>	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
<b>GRADE EXPECTATION</b>	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 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		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION 6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION 6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

GRADE EXPECTATION 6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	6L4d:	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	

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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

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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

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 content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>		

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>		

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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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Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

## Language Arts

Grade 6 - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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 /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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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**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Writing Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**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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**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	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
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GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L3:	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L4:	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	6L4d:	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		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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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**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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

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.
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**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 6-8
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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
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GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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**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 6-8
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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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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**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 6-8
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>
<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>GRADE EXPECTATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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

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

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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**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.
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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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 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		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
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GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	6L4d:	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).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Reading</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Reading</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>

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	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8	
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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Lesson 13: Unit 5 Writing from Pictures, p. 113-118

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1c:	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
<b>STRAND / DOMAIN / UNIFYING THEME</b> <b>New York State Next Generation English Language Arts Learning Standards</b>		

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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**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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
Lesson 14: Unit 5 Writing from Pictures, p. 119-127		
<b>New York P-12 Learning Standards</b>		
Language Arts		
Grade 6 - Adopted: 2017/Effective 2020		
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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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STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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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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STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
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STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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GRADE EXPECTATION	6W3e:	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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STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Speaking and Listening Standards   6SL</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
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STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Knowledge of Language</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>Lesson 15: Unit 5 Writing from Pictures, p. 127-134</b>		

# New York P-12 Learning Standards

## Language Arts

**Grade 6 - Adopted: 2017/Effective 2020**

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

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**

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

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**

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

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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W2:</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION 6W2f: Establish and maintain a style appropriate to the writing task.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

GRADE EXPECTATION 6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

GRADE EXPECTATION 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

GRADE EXPECTATION 6W3e: 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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1c:	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.

GRADE EXPECTATION

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

**STRAND / DOMAIN / UNIFYING THEME**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L2:	<b>Core Punctuation and Spelling Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

GRADE EXPECTATION

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

**STRAND / DOMAIN / UNIFYING THEME**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply 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 6-8
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 P-12 Learning Standards****Language Arts****Grade 6 - 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
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

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.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Research to Build and Present Knowledge</b>

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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>

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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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
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.
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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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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	6L4d:	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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**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 /  
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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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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
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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	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
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 content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>

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	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>English Language Arts Anchor Standards</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Reading Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION		<b>Key Ideas and Details</b>

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Research to Build and Present Knowledge</b>
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
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>
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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
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GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
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GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L2:	Core Punctuation and Spelling Skills for Grades 6-8:
GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L3:</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>GRADE EXPECTATION</b>	<b>6L3a:</b>	Vary sentence patterns for meaning, reader/listener interest, and style.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>GRADE EXPECTATION</b>	<b>6L4a:</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>GRADE EXPECTATION</b>	<b>6L4c:</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>GRADE EXPECTATION</b>	<b>6L4d:</b>	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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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply 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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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.
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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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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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 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
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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 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

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.
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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 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>WHST2:</b>	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Text Types and Purposes</b>	
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Research to Build and Present Knowledge</b>	
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

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

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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Research to Build and Present Knowledge</b>
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**

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

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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**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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**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.
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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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND /  
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THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

<b>GRADE EXPECTATION</b>	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>GRADE EXPECTATION</b>	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L4:	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>GRADE EXPECTATION</b>	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>GRADE EXPECTATION</b>	6L4d:	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**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
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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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EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

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.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA	<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>	
STANDARD / CONCEPTUAL UNDERSTANDING	<b>Text Types and Purposes</b>	
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	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA	<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>	
STANDARD / CONCEPTUAL UNDERSTANDING	<b>Research to Build and Present Knowledge</b>	
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>GRADE EXPECTATION</b>	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Craft and Structure</b>
<b>GRADE EXPECTATION</b>	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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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>
<b>GRADE EXPECTATION</b>	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		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
<b>New York State Next Generation English Language Arts Learning Standards</b>		

**STRAND / DOMAIN / UNIFYING THEME**

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.
<b>New York State Next Generation English Language Arts Learning Standards</b>		

**STRAND / DOMAIN / UNIFYING THEME**

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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**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE EXPECTATION</b>	<b>4</b>	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**

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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6R2:</b>	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6R3:</b>	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W2:</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE EXPECTATION</b>	<b>6W2a:</b>	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.

GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA	6th Grade Writing Standards   6W	

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b> <b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L2:	Core Punctuation and Spelling Skills for Grades 6-8:
GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN / UNIFYING THEME</b> <b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b> <b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	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		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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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 6-8
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 content-specific vocabulary related to history/social studies.
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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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 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe 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 6-8
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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.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 20: Unit 7 Inventive Writing, p. 173-180

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

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

**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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>

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	6th Grade Writing Standards   6W	
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes	
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

<b>GRADE EXPECTATION</b>	<b>6W3d:</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

<b>GRADE EXPECTATION</b>	<b>6SL1a:</b>	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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<b>GRADE EXPECTATION</b>	<b>6SL1b:</b>	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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<b>GRADE EXPECTATION</b>	<b>6SL1d:</b>	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>

<b>GRADE EXPECTATION</b>	<b>6L1:3</b>	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L2:	<b>Core Punctuation and Spelling Skills for Grades 6-8:</b>

GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
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GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Knowledge of Language</b>
EXPECTATION / CONTENT SPECIFICATION	6L3:	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
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GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8	
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 21: Unit 7 Inventive Writing, p. 181-190

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards	

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

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		<b>English Language Arts Anchor Standards</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Language Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION		<b>Knowledge of Language</b>

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		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION 6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.

GRADE EXPECTATION 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION 6W2c: Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION 6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION 6W2e: Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Speaking and Listening Standards   6SL</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE EXPECTATION	6SL1c:	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>

EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L2:	Core Punctuation and Spelling Skills for Grades 6-8:
GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 22: Unit 7 Inventive Writing, p. 191-198

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>English Language Arts Anchor Standards</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Writing Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION		<b>Text Types and Purposes</b>
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	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>English Language Arts Anchor Standards</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Speaking and Listening Anchor Standards</b>

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	
GRADE EXPECTATION	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	6th Grade Writing Standards   6W	
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes	
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>

<b>GRADE EXPECTATION</b>	<b>6W3d:</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

<b>GRADE EXPECTATION</b>	<b>6SL1a:</b>	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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<b>GRADE EXPECTATION</b>	<b>6SL1b:</b>	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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<b>GRADE EXPECTATION</b>	<b>6SL1d:</b>	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>

<b>GRADE EXPECTATION</b>	<b>6L1:3</b>	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L2:	<b>Core Punctuation and Spelling Skills for Grades 6-8:</b>

GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
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GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Knowledge of Language</b>
EXPECTATION / CONTENT SPECIFICATION	6L3:	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
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GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>		

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>		

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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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Lesson 23: Unit 7 Inventive Writing, p. 199-204

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

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

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

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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W2:</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION 6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.

GRADE EXPECTATION 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION 6W2c: Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION 6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION 6W2e: Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION 6W2f: Establish and maintain a style appropriate to the writing task.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION 6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION 6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

GRADE EXPECTATION 6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

GRADE EXPECTATION 6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION 6L1:3 Recognize and correct pronouns that have unclear or ambiguous antecedents.

GRADE EXPECTATION 6L1:6 Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L2:	Core Punctuation and Spelling Skills for Grades 6-8:
GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply 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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Lesson 24: Unit 8 Formal Essay Models, p. 205-214

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

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

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE EXPECTATION</b>	<b>1</b>	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>
<b>GRADE EXPECTATION</b>	<b>3</b>	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.

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

<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	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.

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1c:	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L2:	Core Punctuation and Spelling Skills for Grades 6-8:

GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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

<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

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

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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

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 content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>		

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>		

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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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Lesson 25: Unit 8 Formal Essay Models, p. 215-224

## Language Arts

Grade 6 - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Writing Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		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	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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**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

<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
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GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>6th Grade Writing Standards   6W</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Text Types and Purposes</b>
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EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>6th Grade Writing Standards   6W</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Research to Build and Present Knowledge</b>
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EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
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EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>6th Grade Speaking and Listening Standards   6SL</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
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GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**GRADE EXPECTATION**

**6L4d:** 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		<b>Literacy 6-12 Anchor Standards for Reading</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
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		<b>Literacy 6-12 Anchor Standards for Reading</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
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 content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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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.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.

GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Research to Build and Present Knowledge</b>	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

**New York P-12 Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017/Effective 2020**

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>English Language Arts Anchor Standards</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Writing Anchor Standards</b>	
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>
<b>GRADE EXPECTATION</b>	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.
<b>GRADE EXPECTATION</b>	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**

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

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**

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

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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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GRADE EXPECTATION	6SL1c:	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L2:</b>	<b>Core Punctuation and Spelling Skills for Grades 6-8:</b>

GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L3:</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
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GRADE	6L3b:	Maintain consistency in style and tone.
EXPECTATION		

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA	<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING	<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA	<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING	<b>Text Types and Purposes</b>

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.
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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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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA	<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING	<b>Craft and Structure</b>

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

Lesson 27: Unit 9 Formal Critique, p. 231-242

## New York P-12 Learning Standards

### Language Arts

Grade 6 - 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	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	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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**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		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
<b>GRADE EXPECTATION</b>	<b>6SL1a:</b>	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	<b>6SL1b:</b>	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>GRADE EXPECTATION</b>	<b>6SL1d:</b>	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<p><b>New York State Next Generation English Language Arts Learning Standards</b></p>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	<b>6L1:3</b>	Recognize and correct pronouns that have unclear or ambiguous antecedents.
<b>GRADE EXPECTATION</b>	<b>6L1:6</b>	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>GRADE EXPECTATION</b>	<b>6L1:7</b>	Explain the function of verbals (gerunds, participles, infinitives).
<b>GRADE EXPECTATION</b>	<b>6L1:9</b>	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<p><b>New York State Next Generation English Language Arts Learning Standards</b></p>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>

<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L2:</b>	<b>Core Punctuation and Spelling Skills for Grades 6-8:</b>
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<b>GRADE EXPECTATION</b>	<b>6L2:1</b>	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
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<b>GRADE EXPECTATION</b>	<b>6L2:2</b>	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L3:</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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<b>GRADE EXPECTATION</b>	<b>6L3a:</b>	Vary sentence patterns for meaning, reader/listener interest, and style.
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<b>GRADE EXPECTATION</b>	<b>6L3b:</b>	Maintain consistency in style and tone.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L4:</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
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<b>GRADE EXPECTATION</b>	<b>6L4a:</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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<b>GRADE EXPECTATION</b>	<b>6L4d:</b>	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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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>		

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 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

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

**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 6-8
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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.

GRADE EXPECTATION WHST2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

GRADE EXPECTATION WHST2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION WHST2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.

**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 6-8
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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Lesson 28: Unit 9 Formal Critique, p. 243-250

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

**EXPECTATION / CONTENT SPECIFICATION** **6W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 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		6th Grade Writing Standards   6W
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Speaking and Listening Standards   6SL</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Language Standards   6L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L2:</b>	<b>Core Punctuation and Spelling Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	<b>6L2:1</b>	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L3:</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>GRADE EXPECTATION</b>	<b>6L3a:</b>	Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>GRADE EXPECTATION</b>	<b>6L4a:</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	6L4d:	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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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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**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.
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**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

**STRAND /  
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UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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**STRAND /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST2:	Write informative/explanatory text focused on discipline-specific content.
<b>GRADE EXPECTATION</b>	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
<b>GRADE EXPECTATION</b>	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
<b>GRADE EXPECTATION</b>	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 29: Unit 9 Formal Critique, p. 251-260

## New York P-12 Learning Standards

### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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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	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	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.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**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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**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		<b>6th Grade Reading Standards (Literary and Informational Text)   6R</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>6th Grade Writing Standards   6W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	6W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
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GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
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GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
<b>GRADE EXPECTATION</b>	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /  
DOMAIN /  
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THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L2:</b>	<b>Core Punctuation and Spelling Skills for Grades 6-8:</b>
GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

GRADE EXPECTATION	6L2:	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
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GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	6L4d:	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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**STRAND / DOMAIN / UNIFYING THEME**

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	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**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>

<b>GRADE EXPECTATION</b>	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
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<b>GRADE EXPECTATION</b>	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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<b>GRADE EXPECTATION</b>	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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<b>GRADE EXPECTATION</b>	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Lesson 30: Unit 9 Formal Critique, p. 261-267

**New York P-12 Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2017/Effective 2020**

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
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<b>GRADE EXPECTATION</b>	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.
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<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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<b>GRADE EXPECTATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>

<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		
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EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
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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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**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	<b>Writing Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION	<b>Text Types and Purposes</b>

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.
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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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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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**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	<b>Speaking and Listening Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION	<b>Comprehension and Collaboration</b>

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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**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	<b>Language Anchor Standards</b>

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	
GRADE EXPECTATION	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	6th Grade Reading Standards (Literary and Informational Text)   6R	
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details	
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	6th Grade Writing Standards   6W	
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes	

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W2:</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</b>
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6W5:</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Writing Standards   6W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Speaking and Listening Standards   6SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.</b>

<b>GRADE EXPECTATION</b>	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>GRADE EXPECTATION</b>	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>6th Grade Language Standards   6L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6L1:	<b>Core Conventions Skills for Grades 6-8:</b>

  

<b>GRADE EXPECTATION</b>	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
<b>GRADE EXPECTATION</b>	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>GRADE EXPECTATION</b>	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).

GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L2:	Core Punctuation and Spelling Skills for Grades 6-8:
GRADE EXPECTATION	6L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	6L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	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		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

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.
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**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 6-8
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 clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
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GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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**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 6-8
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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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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**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 6-8
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.