Main Criteria: Structure and Style for Students

Secondary Criteria: New York State Learning Standards and Core Curriculum

Subject: Language Arts

Grade: 6

# Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

### New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND /
DOMAIN /
UNIFYING
THEME

**EXPECTATION** 

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of

the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GRADE

EXPECTATION

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

STANDARD 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.

THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 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	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)

CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		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.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards  6th Grade Speaking and Listening Standards   6SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	6SL4:	6th Grade Speaking and Listening Standards   6SL
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT	6SL4:	6th Grade Speaking and Listening Standards   6SL  Presentation of Knowledge and Ideas  Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING	6SL4:	6th Grade Speaking and Listening Standards   6SL  Presentation of Knowledge and Ideas  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.
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	6SL4:	6th Grade Speaking and Listening Standards   6SL  Presentation of Knowledge and Ideas  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.  New York State Next Generation English Language Arts Learning Standards

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 UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPT UAL UNDERST AND ING		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.

GRADE EXPECTATION  GRADE EXPECTATION  GRADE EXPECTATION	WHST2b:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.  Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.  Use precise language and content-specific vocabulary to inform and/or to explain the topic.
GRADE EXPECTATION		achieving purpose.  Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information
SPECIFICATIO N GRADE	WHST2a:	
SPECIFICATIO		
EXPECT ATION / CONTENT	WHST2:	Write informative/explanatory text focused on discipline-specific content.
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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.
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
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.
	1.012.	distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
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.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

### New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

DOMAIN I UNIFYING THEME  CATEGORY / CLUSTER / REVIDEA  Reading Anchor Standards  CATEGORY / KEY IDEA  Reading Anchor Standards  CONTENT SPECIFICATION   Craft and Structure  STANDARD STAND ING  GRADE  STANDARD A: Interpret words and phrases as they are used in a text. including determining technical. connotative, and sigurative meanings, and analyze how specific word choices shape meaning or tone.  GRADE  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  TEXT Types and Purposes  STANDARD S: Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  STANDARD S: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD S: STANDARD S: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD S: STANDARD S: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD S: 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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STANDARD / CONTENT SPECIFICATION  Reading Anchor Standards  Craft and Structure  EXPECTATION / CONTENT SPECIFICATION  STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific world choices shape meaning or time.  GRADE EXPECTATION  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  STRAND / DOMAIN / DOMAIN / DOMAIN / STRAND / DOMAIN / STANDARD / CONTENT / REY IDEA  STANDARD / CONTENT IDA  Text Types and Purposes  STANDARD / CONTENT IDA  STANDARD 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.  STANDARD / CONTENT IDA  STANDARD / CONTENT IDA  STANDARD 2: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured evert sequences.  STRAND / DOMAIN / DOMAIN / DUMINFUNG  TEXT Types Anchor Standards  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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Text Types and Purposes  EXPECTATION  Text Types and Purposes  STANDARD / STANDARD 2 STANDARD 3: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD / CONCEPTUAL University through the effective selection, organization, and analysis of content.  STANDARD / STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD / CUSTER / KEY IDEA  STANDARD / CUSTER / Writing Anchor Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNIFORM STANDING  EXPECTATION / CONTENT SPECIFICATION N  GRADE STANDARD 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 STANDARD 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  CATEGORY / English Language Arts Anchor Standards  Writing Anchor Standards		
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EXPECTATION / CONTENT SPECIFICATION   STANDARD 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   STANDARD 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  CATEGORY / CLUSTER / KEY IDEA  STANDARD / ONCEPTUAL UNDERSTAND   Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
CONTENT SPECIFICATION   STANDARD 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   STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-expectation   STANDARD 4: white narratives to develop real or imagined experiences or events using effective techniques, well-expectation   New York State Next Generation English Language Arts Learning Standards    New York State Next Generation English Language Arts Learning Standards	CONCEPTUAL UNDERSTAND	Writing Anchor Standards
And accurately through the effective selection, organization, and analysis of content.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-expectation  STRAND / Chosen details, and well-structured event sequences.  New York State Next Generation English Language Arts Learning Standards  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Writing Anchor Standards  Writing Anchor Standards	/ CONTENT SPECIFICATIO	Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Chosen details, and well-structured event sequences.  New York State Next Generation English Language Arts Learning Standards  Replish Language Arts Anchor Standards  Writing Anchor Standards  Writing Anchor Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND		
CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND	CLUSTER /	English Language Arts Anchor Standards
	CONCEPTUAL UNDERSTAND	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATIO N	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.
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 UNDERSTAND ING		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.
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 UNDERSTAND ING		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 UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPT UAL UNDERST AND ING		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
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards  6th Grade Language Standards   6L
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	6L6:	6th Grade Language Standards   6L
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT	6L6:	6th Grade Language Standards   6L  Vocabulary Acquisition and Use  Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING	6L6:	6th Grade Language Standards   6L  Vocabulary Acquisition and Use  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.  Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	6L6:	6th Grade Language Standards   6L  Vocabulary Acquisition and Use  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.  Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

SPECIFICATION

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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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 UNDERSTAND ING		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	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.

### UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

# New York State Learning Standards and Core Curriculum 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE EXPECTATION

STANDARD 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  STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the kind supporting details and ideas.  GRADE EXPECTATION  STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of EXPECTATION  STRAND / DOMAIN / UNIFYING  New York State Next Generation English Language Arts Learning Standards UNIFYING	
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN /	a text.
DOMAIN /	
THEME	
CATEGORY / English Language Arts Anchor Standards CLUSTER / KEY IDEA	
STANDARD / CONCEPTUAL UNDERSTAND ING	
EXPECTATION Craft and Structure / CONTENT SPECIFICATIO N	
GRADE STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connoc and figurative meanings, and analyze how specific word choices shape meaning or tone.	tative,
GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portion the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	ns of
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME	
CATEGORY / English Language Arts Anchor Standards CLUSTER / KEY IDEA	
STANDARD / CONCEPTUAL UNDERSTAND ING	
EXPECTATION Text Types and Purposes / CONTENT SPECIFICATIO N	
GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clear and accurately through the effective selection, organization, and analysis of content.	arly
GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques chosen details, and well-structured event sequences.	s, well-
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING	
THEME	

STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		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	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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL

ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
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 UNDERSTAND ING		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.
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 UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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 UNDERSTAND ING		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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.
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# UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

## New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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	STANDARD 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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CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R6:	In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author's geographic location or culture affects his or her perspective. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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	6W3a:	Engage the reader by introducing a narrator and/or characters.
GRADE EXPECTATION	6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards

THEME

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	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.
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 UNDERSTAND ING		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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
ST ANDARD / CONCEPT UAL UNDERST AND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.

EXPECTATION

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 UNDERSTAND ING		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 UNDERSTAND ING		Vocabulary Acquisition and Use
ING		
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATIO	<b>6L4:</b> 6L4a:	
EXPECTATION / CONTENT SPECIFICATION		flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE	6L4a: 6L4d:	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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
EXPECTATION / CONTENT SPECIFICATION N  GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING	6L4a: 6L4d:	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.  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).
EXPECTATION / CONTENT SPECIFICATION N  GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	6L4a: 6L4d:	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.  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).  New York State Next Generation English Language Arts Learning Standards

THEME

# $\hbox{Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards } \\$

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

EXPECTATION / WHST6: CONTENT

**SPECIFICATION** 

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.

#### UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

#### New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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 /	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST AND ARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R6:	In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author's geographic location or culture affects his or her perspective. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	6W3a:	Engage the reader by introducing a narrator and/or characters.
GRADE EXPECTATION	6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT	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.

SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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.
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 UNDERSTAND ING		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.
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 UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)					
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:					
GRADE EXPECTATION	6L1:3	ecognize and correct pronouns that have unclear or ambiguous antecedents.					
GRADE EXPECTATION	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.					
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					
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 UNDERSTAND ING		Knowledge of Language					
CONCEPTUAL UNDERSTAND	6L3:	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	<b>6L3</b> :						
CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO N  GRADE		Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING		Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Maintain consistency in style and tone.					
CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /		Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Maintain consistency in style and tone.  New York State Next Generation English Language Arts Learning Standards					
CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	6L3b:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Maintain consistency in style and tone.  New York State Next Generation English Language Arts Learning Standards  6th Grade Language Standards   6L					

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		lew York State Next Generation English Language Arts Learning Standards					
CATEGORY / CLUSTER / KEY IDEA		th Grade Language Standards   6L					
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 I CLUSTER I KEY IDEA		Literacy 6-12 Anchor Standards for Reading					
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure					
EXPECTATION / CONTENT	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.					

SPECIFICATION

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

THEME						
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing				
STANDARD I CONCEPTUAL UNDERSTAND ING		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 equences.				
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 UNDERSTAND ING		Research to Build and Present Knowledge				
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards				
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8				
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		Text Types and Purposes			
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.			
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards			
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8			
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge			
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.			
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### New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

THEME

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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

ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards					
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration					
GRADE EXPECTATION	STANDARD 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	TANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, uantitative, 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					
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards					
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas					
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.					
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards					
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards					
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards					
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning					
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.					
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.					
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards					

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards					
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards					
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language					
GRADE EXPECTATION		STANDARD 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					
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards					
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use					
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R					

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure					
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)					
EXPECTATION / CONTENT SPECIFICATION	6R6:	n literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In information exts, explain how an author's geographic location or culture affects his or her perspective. (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 UNDERSTAND ING		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 UNDERSTAND ING		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	6W3a:	Engage the reader by introducing a narrator and/or characters.					
GRADE EXPECTATION	6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.					
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.					

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CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
THEME		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
CATEGORY / CLUSTER /		6th Grade Speaking and Listening Standards   6SL  Comprehension and Collaboration
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	6SL1:	
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO	<b>6SL1</b> :	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE		Comprehension and Collaboration  Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.  Come to discussions prepared, having read or studied required material; draw on that preparation by referring to
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE	6SL1a:	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.  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.

STANDARD / CONCEPTUAL UNDERSTAND ING		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.
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 UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		New York State Learning Standards and Core Curriculum

## Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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 UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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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EXPECTATION

#### 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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		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	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	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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
THEME		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
CATEGORY / CLUSTER /		6th Grade Language Standards   6L  Knowledge of Language
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	6L3:	
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO	<b>6L3</b> :	Knowledge of Language
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE		Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING		Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Maintain consistency in style and tone.

EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN /		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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 UNDERSTAND ING		Research to Build and Present Knowledge
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.

#### UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

#### New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English	Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Readin	g Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ide	as and Details
GRADE EXPECTATION		ARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		ARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key ng details and ideas.
GRADE EXPECTATION	STANDA	ARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New You	k State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English	Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)

SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT	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		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
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 UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.

GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 /		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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 /		Text Types and Purposes
CONCEPTUAL UNDERSTAND ING		
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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:2	Recognize and correct inappropriate shifts in pronoun number and person.
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
SPECIFICATION		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 / JNIFYING 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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / JNIFYING 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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION CONTENT SPECIFICATIO N	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	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

Text Types and Purposes    STANDARD   CONCEPTUAL UNDERST AND ING	CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION / SPECIFICATION / CONTENT SPECIFICA	CONCEPTUAL UNDERSTAND		Text Types and Purposes
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / SPECIFICATION / SPECIFICATION / CONTENT SP	CONTENT	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STANDARD / CONCEPTUAL UNDERST AND ING  EXPECTATION / CONTENT SPECIFICATION / SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / S	DOMAIN / UNIFYING		
EXPECTATION / 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.  SPECIFICATION	CLUSTER /		
CONTENT SPECIFICATION  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: CONTENT SPECIFICATION  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.  SPECIFICATION	CONCEPTUAL UNDERSTAND		Research to Build and Present Knowledge
CONTENT SPECIFICATION	CONTENT	WHST6:	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
LINIT 5: WOITING EDOM DICTLIDES Week 10 Dags 80.08	CONTENT	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
UNIT 3. WATTING FACINI FICTORES WEEK TO FAGE 03-30			UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

# New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT	Research to Build and Present Knowledge
SPECIFICATIO N	

GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE	STANDARD 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.

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		Key Ideas and Details
CONCEPTUAL UNDERSTAND	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)
CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT		Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a
EXPECTATION / CONTENT SPECIFICATION / CONTENT		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 (Rl&RL)  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
EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING		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 (Rl&RL)  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)
EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /		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)  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)  New York State Next Generation English Language Arts Learning Standards

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	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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		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 UNDERSTAND ING		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).

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CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		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		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
ST ANDARD / CONCEPT UAL UNDERST AND ING		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		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

#### Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Writing Anchor Standards
EXPECT ATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	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	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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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.
CONTENT	6L6:	
CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	6L6:	knowledge when considering a word or phrase important to comprehension or expression.  Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	6L6:	knowledge when considering a word or phrase important to comprehension or expression.  Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND		knowledge when considering a word or phrase important to comprehension or expression.  Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards  Literacy 6-12 Anchor Standards for Reading
CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT	1	knowledge when considering a word or phrase important to comprehension or expression.  Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards  Literacy 6-12 Anchor Standards for Reading  Key Ideas and Details  Read closely to determine what the text says explicitly/implicitly and make logical inferences from it, cite specific

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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		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	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

SPECIFICATION

 $\hbox{Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards }$ 

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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.

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

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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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

Standards

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

#### UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

## New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

TTEME		
CATEGORY / CLUSTER / KEY IDEA	Eng	lish Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Rea	ading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key	Ideas and Details
GRADE EXPECTATION		NDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		NDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key porting details and ideas.
GRADE EXPECTATION	STA	NDARD 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	Eng	lish Language Arts Anchor Standards

ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
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 UNDERSTAND ING		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	6W3a:	Engage the reader by introducing a narrator and/or characters.
GRADE EXPECTATION	6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
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 UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	6W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
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 Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	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).

THEME

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

# UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

# New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN I UNIFYING THEME  CATEGORY / CLUSTER / REVIDEA  Reading Anchor Standards  CATEGORY / KEY IDEA  Reading Anchor Standards  CONTENT SPECIFICATION   Craft and Structure  STANDARD STAND ING  GRADE  STANDARD A: Interpret words and phrases as they are used in a text including determining technical. connotative, and sigurative meanings, and analyze how specific word choices shape meaning or tone.  GRADE  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  THEME  CATEGORY / English Language Arts Anchor Standards  CATEGORY / KEY IDEA  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  English Language Arts Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  STANDARD / Write informative-lexplanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD / STANDARD / Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDAN / New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEYUEA Reading Anchor Standards  STANDARD / CONCEPTUAL UNIDERSTAND CRaft and Structure  STANDARD / CONCEPTUAL UNIDERSTAND STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, comotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scener, or stanza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / English Language Arts Anchor Standards  UNIFORM STANDARD / Writing Anchor Standards  UNIFORM STANDARD / Writing Anchor Standards  CATEGORY / CONCEPTUAL UNIFORM STANDARD / Writing Anchor Standards  STRANDARD / CONCEPTUAL UNIFORM STANDARD / Writing Anchor Standards  GRADE STANDARD / Writing Anchor Standards  GRADE STANDARD / Writing Informative/explanatory texts to examine and convey complex ideas and information clearly expection and accurately strough the effective selection, organization, and analysis of content.  GRADE STANDARD / Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STRAND / DOMAIN / New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  CATEGORY / CLUSTER / English Language Arts Anchor Standards  Writing Anchor Standards		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT SPECIFICATION  Reading Anchor Standards  Craft and Structure  EXPECTATION / CONTENT SPECIFICATION  STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific world choices shape meaning or time.  GRADE EXPECTATION  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  STRAND / DOMAIN / DOMAIN / DOMAIN / STRAND / DOMAIN / STANDARD / CONTENT / REY IDEA  STANDARD / CONTENT IDA  Text Types and Purposes  STANDARD / CONTENT IDA  STANDARD 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.  STANDARD / CONTENT IDA  STANDARD / CONTENT IDA  STANDARD 2: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured evert sequences.  STRAND / DOMAIN / DOMAIN / DUMINFUNG  TEXT Types Anchor Standards  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING  STANDARD 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 brief.  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or startizal relate to each other and the whole.  STRAND / DOMAIN / ONE State Next Generation English Language Arts Learning Standards  OMMIN / ONE STRAND / ONE STANDARD / ONE	CLUSTER /	English Language Arts Anchor Standards
CONTENT   SPECIFICATION   STANDARD 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.    GRADE	CONCEPTUAL UNDERSTAND	Reading Anchor Standards
And figurative meanings, and analyze how specific word choices shape meaning or lone.  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING THEME  English Language Arts Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  STANDARD / CONCEPTUAL UNDERSTAND  STANDARD 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.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  New York State Next Generation English Language Arts Learning Standards  Writing Anchor Standards	/ CONTENT SPECIFICATIO	Craft and Structure
Text Types and Purposes  EXPECTATION  Text Types and Purposes  STANDARD / STANDARD 2 STANDARD 3: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD / CONCEPTUAL University through the effective selection, organization, and analysis of content.  STANDARD / STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD / CUSTER / KEY IDEA  STANDARD / CUSTER / Writing Anchor Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNIFORM STANDING  EXPECTATION / CONTENT SPECIFICATION N  GRADE STANDARD 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 STANDARD 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  CATEGORY / English Language Arts Anchor Standards  Writing Anchor Standards		
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  STANDARD 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  STANDARD 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  CATEGORY / KEY IDEA  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION   STANDARD 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   STANDARD 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  CATEGORY / CLUSTER / KEY IDEA  STANDARD / ONCEPTUAL UNDERSTAND   Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
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CONCEPTUAL UNDERSTAND	CLUSTER /	English Language Arts Anchor Standards
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DOMAIN   UNIFYING THEME  English Language Arts Anchor Standards  CATEGORY   KEY IDEA    Speaking and Listening Anchor Standards  CONCEPTUAL UNDERSTAND ING  COMPREHENSION and Collaboration  CONTEST AND ING  STANDARD 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   STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  STRAND I   DOMAIN   UNIFYING  THEME  CATEGORY   CLUSTER I   KEY IDEA    English Language Arts Anchor Standards  CATEGORY   CLUSTER I   KEY IDEA    CONVERTUAL UNDERSTAND   ING  CONVERTUAL UNDERSTAND   ING  CONVERTUAL UNDERSTAND   ING  CARDE EXPECTATION   CONVENTION   STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STANDI   DOMAIN I   UNIFYING   New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards		
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EXPECTATION partners; express ideas clearly and persuasively, and build on those of others.  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  GRADE EXPECTATION STANDARD / CONCEPTUAL STANDARD / SPECIFICATION STANDARD / SPECIFICATION STANDARD / SPECIFICATION SPECIFIC	/ CONTENT SPECIFICATIO	Comprehension and Collaboration
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CONTENT SPECIFICATION   STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.    STRAND   New York State Next Generation English Language Arts Learning Standards		Language Anchor Standards
STRAND / New York State Next Generation English Language Arts Learning Standards  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  STERMING STANDARD / CONCEPTUAL UNDERSTAND		
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CONCEPTUAL UNDERSTAND	EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning  STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 Reading Standards (Literary and Informational Text)   6R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFICATIO N		through the selection, organization, and analysis of relevant content.
	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
N GRADE	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification,
GRADE EXPECTATION		Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.  Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

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**EXPECTATION** 

6SL1b:

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

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CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

ather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.
aw evidence from literary or informational texts to support analysis, reflection, and research.
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
ey Ideas and Details
te specific textual evidence to support analysis of primary and secondary sources.
etermine the central ideas or information of a primary or secondary source; provide an accurate, objective mmary of the source distinct from prior knowledge or opinions.
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
aft and Structure
etermine the meaning of words and phrases as they are used in a text, including content-specific vocabulary ated to history/social studies.
escribe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
tegration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / JNIFYING 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

ST AND ARD / CONCEPTUAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same 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 UNDERSTAND ING		Text Types and Purposes
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.
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 UNDERSTAND ING		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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

# New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

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DOMAIN   UNIFYING THEME  English Language Arts Anchor Standards  CATEGORY   KEY IDEA    Speaking and Listening Anchor Standards  CONCEPTUAL UNDERSTAND ING  COMPREHENSION and Collaboration  CONTEST AND ING  STANDARD 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   STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  STRAND I   DOMAIN   UNIFYING  THEME  CATEGORY   CLUSTER I   KEY IDEA    English Language Arts Anchor Standards  CATEGORY   CLUSTER I   KEY IDEA    CONVERTUAL UNDERSTAND   ING  CONVERTUAL UNDERSTAND   ING  CONVERTUAL UNDERSTAND   ING  CARDE EXPECTATION   CONVENTION   STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STANDI   DOMAIN I   UNIFYING   New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards		
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CONTENT   STANDARD   Conventions of Academic English/Language for Learning Standards	CONCEPTUAL UNDERSTAND	Speaking and Listening Anchor Standards
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CONCEPTUAL UNDERSTAND	EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning  STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 Reading Standards (Literary and Informational Text)   6R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFICATIO N		through the selection, organization, and analysis of relevant content.
	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
N GRADE	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification,
GRADE EXPECTATION		Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.  Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

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

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CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

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.
7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
	Key Ideas and Details
RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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.
	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
	Craft and Structure
RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
	Integration of Knowledge and Ideas
	7 RH1: RH2: RH5:

EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
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.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY /		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL
CLUSTER / KEY IDEA		SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND	WHST2:	SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE	WHST2a:	Text Types and Purposes  Write informative/explanatory text focused on discipline-specific content.  Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE	WHST2a:	Text Types and Purposes  Write informative/explanatory text focused on discipline-specific content.  Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.  Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE EXPECTATION  GRADE EXPECTATION	WHST2a:	Write informative/explanatory text focused on discipline-specific content.  Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.  Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

# New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 Reading Standards (Literary and Informational Text)   6R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards  6th Grade Writing Standards   6W
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	6W2:	6th Grade Writing Standards   6W
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO	<b>6W2:</b> 6W2a:	6th Grade Writing Standards   6W  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE		6th Grade Writing Standards   6W  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification,
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE	6W2a:	6th Grade Writing Standards   6W  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.  Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

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**EXPECTATION** 

6SL1b:

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

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CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 /		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

ather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.
aw evidence from literary or informational texts to support analysis, reflection, and research.
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
ey Ideas and Details
te specific textual evidence to support analysis of primary and secondary sources.
etermine the central ideas or information of a primary or secondary source; provide an accurate, objective mmary of the source distinct from prior knowledge or opinions.
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
aft and Structure
etermine the meaning of words and phrases as they are used in a text, including content-specific vocabulary ated to history/social studies.
escribe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
tegration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

ST ANDARD / CONCEPTUAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
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.
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
CLUSTER /		
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	WHST2:	SUBJECTS 6-8
CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO		Text Types and Purposes
CLUSTER / KEYIDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE	WHST2a:	Text Types and Purposes  Write informative/explanatory text focused on discipline-specific content.  Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to
CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE	WHST2a:	Text Types and Purposes  Write informative/explanatory text focused on discipline-specific content.  Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.  Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information
CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE EXPECTATION  GRADE EXPECTATION	WHST2a:	Write informative/explanatory text focused on discipline-specific content.  Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.  Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

# New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

DOMAIN I UNIFYING THEME  CATEGORY / CLUSTER / REVIDEA  Reading Anchor Standards  CATEGORY / KEY IDEA  Reading Anchor Standards  CONTENT SPECIFICATION   Craft and Structure  STANDARD STAND ING  GRADE  STANDARD A: Interpret words and phrases as they are used in a text. including determining technical. connotative, and sigurative meanings, and analyze how specific word choices shape meaning or tone.  GRADE  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  TEXT Types and Purposes  STANDARD S: Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  STANDARD S: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD S: STANDARD S: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD S: STANDARD S: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD S: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEYUEA Reading Anchor Standards  STANDARD / CONCEPTUAL UNIDERSTAND CRaft and Structure  STANDARD / CONCEPTUAL UNIDERSTAND STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, comotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scener, or stanza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / English Language Arts Anchor Standards  UNIFORM STANDARD / Writing Anchor Standards  UNIFORM STANDARD / Writing Anchor Standards  CATEGORY / CONCEPTUAL UNDERSTAND STANDARD / Writing Anchor Standards  Writing Anchor Standards  GRADE STANDARD / Writing Anchor Standards  CRADE STANDARD / Writing Anchor Standards  GRADE STANDARD / Writing informative/explanatory texts to examine and convey complex ideas and information clearly expection and accurately shrough the effective selection, organization, and analysis of content.  GRADE STANDARD / Writing narratives to develop read or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STRAND / DOMAIN / DOM		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT SPECIFICATION  Reading Anchor Standards  Craft and Structure  EXPECTATION / CONTENT SPECIFICATION  STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific world choices shape meaning or time.  GRADE EXPECTATION  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  STRAND / DOMAIN / DOMAIN / DOMAIN / STRAND / DOMAIN / STANDARD / CONTENT / REY IDEA  STANDARD / CONTENT IDA  Text Types and Purposes  STANDARD / CONTENT IDA  STANDARD 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.  STANDARD / CONTENT IDA  STANDARD / CONTENT IDA  STANDARD 2: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured evert sequences.  STRAND / DOMAIN / DOMAIN / DUMINFUNG  TEXT Types Anchor Standards  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING  STANDARD 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 brief.  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or startizal relate to each other and the whole.  STRAND / DOMAIN / ONE State Next Generation English Language Arts Learning Standards  OMMIN / ONE STRAND / ONE STANDARD / ONE	CLUSTER /	English Language Arts Anchor Standards
CONTENT   SPECIFICATION   STANDARD 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.    GRADE	CONCEPTUAL UNDERSTAND	Reading Anchor Standards
And figurative meanings, and analyze how specific word choices shape meaning or lone.  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING THEME  English Language Arts Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  STANDARD / CONCEPTUAL UNDERSTAND  STANDARD 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.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  New York State Next Generation English Language Arts Learning Standards  Writing Anchor Standards	/ CONTENT SPECIFICATIO	Craft and Structure
Text Types and Purposes  EXPECTATION  Text Types and Purposes  STANDARD / STANDARD 2 STANDARD 3: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD / CONCEPTUAL University through the effective selection, organization, and analysis of content.  STANDARD / STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD / CUSTER / KEY IDEA  STANDARD / CUSTER / Writing Anchor Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNIFORM STANDING  EXPECTATION / CONTENT SPECIFICATION N  GRADE STANDARD 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 STANDARD 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  CATEGORY / English Language Arts Anchor Standards  Writing Anchor Standards		
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  STANDARD 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  STANDARD 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  CATEGORY / KEY IDEA  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION   STANDARD 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   STANDARD 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  CATEGORY / CLUSTER / KEY IDEA  STANDARD / ONCEPTUAL UNDERSTAND   Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
CONTENT SPECIFICATION   STANDARD 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   STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-expectation   STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-expectation   New York State Next Generation English Language Arts Learning Standards    STANDARD   New York State Next Generation English Language Arts Learning Standards    CATEGORY   CLUSTER   KEY IDEA	CONCEPTUAL UNDERSTAND	Writing Anchor Standards
And accurately through the effective selection, organization, and analysis of content.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-expectation  STRAND / Chosen details, and well-structured event sequences.  New York State Next Generation English Language Arts Learning Standards  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Writing Anchor Standards  Writing Anchor Standards	/ CONTENT SPECIFICATIO	Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Chosen details, and well-structured event sequences.  New York State Next Generation English Language Arts Learning Standards  Replish Language Arts Anchor Standards  Writing Anchor Standards  Writing Anchor Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND		
CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND	CLUSTER /	English Language Arts Anchor Standards
	CONCEPTUAL UNDERSTAND	Writing Anchor Standards

DOMAIN   UNIFYING THEME  English Language Arts Anchor Standards  CATEGORY   KEY IDEA    Speaking and Listening Anchor Standards  CONCEPTUAL UNDERSTAND ING  COMPREHENSION and Collaboration  CONTEST AND ING  STANDARD 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   STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  STRAND I   DOMAIN   UNIFYING  THEME  CATEGORY   CLUSTER I   KEY IDEA    English Language Arts Anchor Standards  CATEGORY   CLUSTER I   KEY IDEA    CONVERTUAL UNDERSTAND   ING  CONVERTUAL UNDERSTAND   ING  CONVERTUAL UNDERSTAND   ING  CARDE EXPECTATION   CONVENTION   STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STANDI   DOMAIN I   UNIFYING   New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards		
And integrate the information in writing while avoiding plaginisms  STRAND / DOMAIN / PARTY STATE Next Generation English Language Arts Learning Standards  CATEGORY / CLUSTER / English Language Arts Anchor Standards  STANDARD / CONCEPTUAL  Speaking and Listening Anchor Standards  STANDARD / CONCEPTUAL  STANDARD 1: Prepare for and participate effectively in a range of conversations and collaboration of the standards of the stand	/ CONTENT SPECIFICATIO	Research to Build and Present Knowledge
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / REPUBLISH Language Arts Anchor Standards CLUSTER / REPUBLISH / REPUBL		
STANDARD / CONCEPTUAL UNDERSTAND SPECIFICATION / CONTENT SPECIFICATION / CONTE	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING  COMPRehension and Collaboration  CONTENT SPECIFICATION CONTENT SPECIFICATION CRADE EXPECTATION CRADE EXPECTATION CRADE EXPECTATION  STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse pathers; express ideas clearly and persuasively, and build on those of others.  GRADE EXPECTATION  STRAND I DOMAIN I UNIFYING THEME  CATEGORY   CAUSTER I KEY IDEA  STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STRAND I DOMAIN I UNIFYING THEME  CATEGORY   CONVERTION ING  STRAND I DOMAIN I UNDERSTAND I Language Arts Anchor Standards  CATEGORY   CLUSTER I KEY IDEA  STANDARD I DOMAIN I UNDERSTAND I DOMAIN I UNDERSTAND I Language Arts Next Generation English Language Arts Learning Standards  Language Arts Next Generation English Language Arts Learning Standards  Language Arts Next Generation English Language Arts Learning Standards  Language Arts Next Generation English Language Arts Learning Standards  Language Arts Anchor Standards  Language Arts Anchor Standards  Language Arts Anchor Standards  Language Archor Standards  Language Anchor Standards  Language Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
CONTENT   STANDARD   Conventions of Academic English/Language for Learning Standards	CONCEPTUAL UNDERSTAND	Speaking and Listening Anchor Standards
EXPECTATION partners; express ideas clearly and persuasively, and build on those of others.  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  GRADE EXPECTATION STANDARD / CONCEPTUAL STANDARD / SPECIFICATION STANDARD / SPECIFICATION STANDARD / SPECIFICATION SPECIFIC	/ CONTENT SPECIFICATIO	Comprehension and Collaboration
EXPECTATION quantitative, and oral).  New York State Next Generation English Language Arts Learning Standards  UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND IN STANDARD / CONCEPTUAL UNDERSTAND / CONCE		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPT UAL UNDERST AND ING  GRADE STANDARD / STANDARD / CONCEPT UAL UNDERST AND / DOMAIN / UNIFYING  THEME  CATEGORY / English Language Anchor Standards  Conventions of Academic English/Language for Learning  Conventions of Academic English/Language for Learning  Conventions of Academic English/Language for Learning  STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  New York State Next Generation English Language Arts Learning Standards  CATEGORY / English Language Arts Anchor Standards  CATEGORY / KEY IDEA  STANDARD / CONCEPT UAL UNDERST AND  Language Anchor Standards  Language Anchor Standards		
CLUSTER / KEYIDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE STANDARD / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND    Language Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND   Language Anchor Standards  Language Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
CONTENT SPECIFICATION   STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.    STRAND   New York State Next Generation English Language Arts Learning Standards		Language Anchor Standards
STRAND / New York State Next Generation English Language Arts Learning Standards  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  STERMING STANDARD / CONCEPTUAL UNDERSTAND		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	EXPECTATION / CONTENT SPECIFICATIO	
CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Language Anchor Standards	EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning  STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and
CONCEPTUAL UNDERSTAND	EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning  STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
	EXPECTATION / CONTENT SPECIFICATION N  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	Conventions of Academic English/Language for Learning  STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  New York State Next Generation English Language Arts Learning Standards

EXPECTATION / CONTENT SPECIFICATIO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 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 UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R

ST ANDARD /		
CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards  6th Grade Writing Standards   6W
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	6W2:	6th Grade Writing Standards   6W
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO	<b>6W2:</b>	6th Grade Writing Standards   6W  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE		6th Grade Writing Standards   6W  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification,
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE EXPECTATION  GRADE	6W2a:	6th Grade Writing Standards   6W  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.  Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

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GRADE

**EXPECTATION** 

6SL1b:

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

ather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and interact and collaborate with others.
aw evidence from literary or informational texts to support analysis, reflection, and research.
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
ey Ideas and Details
te specific textual evidence to support analysis of primary and secondary sources.
etermine the central ideas or information of a primary or secondary source; provide an accurate, objective mmary of the source distinct from prior knowledge or opinions.
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
aft and Structure
etermine the meaning of words and phrases as they are used in a text, including content-specific vocabulary ated to history/social studies.
escribe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
ades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects andards
EADING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
tegration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / JNIFYING 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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same 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 UNDERSTAND ING		Text Types and Purposes
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.
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 UNDERSTAND ING		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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.
		UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

# New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE EXPECTATION

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

STANDARD 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.

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	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
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards  6th Grade Speaking and Listening Standards   6SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	6SL1:	6th Grade Speaking and Listening Standards   6SL
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO	<b>6SL1</b> :	6th Grade Speaking and Listening Standards   6SL  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE		6th Grade Speaking and Listening Standards   6SL  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.  Come to discussions prepared, having read or studied required material; draw on that preparation by referring to

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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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# Grades 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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

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

EXPECTATION / WHST3: CONTENT

**SPECIFICATION** 

Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

### New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO	Comprehension and Collaboration

GRADE **EXPECTATION** 

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

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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 UNDERSTAND ING		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	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 UNDERSTAND ING		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	6W3a:	Engage the reader by introducing a narrator and/or characters.
GRADE EXPECTATION	6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		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.
		Maintain consistency in style and tone.  New York State Next Generation English Language Arts Learning Standards
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STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /		New York State Next Generation English Language Arts Learning Standards

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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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	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	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING	Text Types and Purposes

EXPECTATION / WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

CONTENT **SPECIFICATION** 

UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

#### New York State Learning Standards and Core Curriculum 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

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

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IHEME		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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 UNDERSTAND ING		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	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 Language Standards   6L	
STANDARD / CONCEPTUAL UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.	
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
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 UNDERSTAND ING		Knowledge of Language	
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8  $\,$ 

CATEGORY / CLUSTER / KEY IDEA

ST ANDARD / CONCEPTUAL UNDERST AND ING		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	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

#### UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

## New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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

DOMAIN I UNIFYING THEME  CATEGORY / CLUSTER / REVIDEA  Reading Anchor Standards  CATEGORY / KEY IDEA  Reading Anchor Standards  CONTENT SPECIFICATION   Craft and Structure  STANDARD STAND ING  GRADE  STANDARD A: Interpret words and phrases as they are used in a text including determining technical. connotative, and sigurative meanings, and analyze how specific word choices shape meaning or tone.  GRADE  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  THEME  CATEGORY / English Language Arts Anchor Standards  CATEGORY / KEY IDEA  STANDARD S: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or starza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING  STRAND / DOMAIN / UNIFYING  English Language Arts Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  STANDARD / Write informative-lexplanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD / STANDARD / Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDAN / New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEYUEA Reading Anchor Standards  STANDARD / CONCEPTUAL UNIDERSTAND CRaft and Structure  STANDARD / CONCEPTUAL UNIDERSTAND STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, comotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scener, or stanza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / English Language Arts Anchor Standards  UNIFORM STANDARD / Writing Anchor Standards  UNIFORM STANDARD / Writing Anchor Standards  CATEGORY / CONCEPTUAL UNIFORM STANDARD / Writing Anchor Standards  STRANDARD / CONCEPTUAL UNIFORM STANDARD / Writing Anchor Standards  GRADE STANDARD / Writing Anchor Standards  GRADE STANDARD / Writing Anchor Standards  GRADE STANDARD / Writing informative/explanatory texts to examine and convey complex ideas and information clearly expection and accurately strough the effective selection, organization, and analysis of content.  GRADE STANDARD / Writing hardaves to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STRAND / DOMAIN / DO		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT SPECIFICATION  Reading Anchor Standards  Craft and Structure  EXPECTATION / CONTENT SPECIFICATION  STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific world choices shape meaning or time.  GRADE EXPECTATION  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  STRAND / DOMAIN / DOMAIN / DOMAIN / STRAND / DOMAIN / STANDARD / CONTENT / REY IDEA  STANDARD / CONTENT IDA  Text Types and Purposes  STANDARD / CONTENT IDA  STANDARD 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.  STANDARD / CONTENT IDA  STANDARD / CONTENT IDA  STANDARD 2: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured evert sequences.  STRAND / DOMAIN / DOMAIN / DUMINFUNG  TEXT Types Anchor Standards  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING  STANDARD 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 brief.  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or startizal relate to each other and the whole.  STRAND / DOMAIN / ONE State Next Generation English Language Arts Learning Standards  OMMIN / ONE STRAND / ONE STANDARD / ONE	CLUSTER /	English Language Arts Anchor Standards
CONTENT   SPECIFICATION   STANDARD 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.    GRADE	CONCEPTUAL UNDERSTAND	Reading Anchor Standards
And figurative meanings, and analyze how specific word choices shape meaning or lone.  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  STRAND / DOMAIN / UNIFYING THEME  English Language Arts Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  STANDARD / CONCEPTUAL UNDERSTAND  STANDARD 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.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  New York State Next Generation English Language Arts Learning Standards  Writing Anchor Standards	/ CONTENT SPECIFICATIO	Craft and Structure
Text Types and Purposes  EXPECTATION  Text Types and Purposes  STANDARD / STANDARD 2 STANDARD 3: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD / CONCEPTUAL University through the effective selection, organization, and analysis of content.  STANDARD / STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  STANDARD / CUSTER / KEY IDEA  STANDARD / CUSTER / Writing Anchor Standards		
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNIFORM STANDING  EXPECTATION / CONTENT SPECIFICATION N  GRADE STANDARD 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 STANDARD 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  CATEGORY / English Language Arts Anchor Standards  Writing Anchor Standards		
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  STANDARD 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  STANDARD 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  CATEGORY / KEY IDEA  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION   STANDARD 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   STANDARD 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  CATEGORY / CLUSTER / KEY IDEA  STANDARD / ONCEPTUAL UNDERSTAND   Writing Anchor Standards  Writing Anchor Standards  Writing Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
CONTENT SPECIFICATION   STANDARD 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   STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-expectation   STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-expectation   New York State Next Generation English Language Arts Learning Standards    STAND / DOMAIN / UNIFYING THEME   English Language Arts Anchor Standards	CONCEPTUAL UNDERSTAND	Writing Anchor Standards
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CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND  Writing Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND	CLUSTER /	English Language Arts Anchor Standards
	CONCEPTUAL UNDERSTAND	Writing Anchor Standards

CATEGORY/ CLUSTER / KEY IDEA  Speaking and Listening Anchor Standards  CONCEPTUAL UNDERST AND ING  COMPRESS AND ING  COmprehension and Collaboration  CATEGORY/ CLUSTER / KEY IDEA  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  STRAND / DOMAIN / UNIFYING  THEME  CATEGORY/ CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERST AND ING  CONCEPTUAL UNDERST AND ING  CONCEPTUAL UNDERST AND ING  CATEGORY/ CONCEPTUAL UNDERST AND ING  STANDARD / CONCEPTUAL UNDERST AND ING  STANDARD / CONCEPTUAL UNDERST AND ING  CONCEPTUAL UNDERST AND ING  STANDARD / CONCEPTUAL UNDER		
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CONCEPTUAL UNDERSTAND   Comprehension and Collaboration	CLUSTER /	English Language Arts Anchor Standards
STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CONCEPTUAL UNDERSTAND    GRADE EXPECTATION    GRADE STANDARD / CONTENT Specification    STANDARD / STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  New York State Next Generation English Language Arts Learning Standards  Language Arts Anchor Standards  Language Anchor Standards  Conventions of Academic English/Language for Learning  FEXPECTATION / CONTENT SPECIFICATION    GRADE STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.  GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND    Language Anchor Standards    Language Anc	CONCEPTUAL UNDERSTAND	Speaking and Listening Anchor Standards
EXPECTATION quantitative, and oral).  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  GRADE STANDARD / CONCEPTUAL STANDARD / Specific Academic English/Language for Learning  STANDARD / CONTENT Specific Acid Specific Academic English/Language for Learning  Conventions of Academic English/Language for Learning  STANDARD / CONTENT Specific Acid Specific	/ CONTENT SPECIFICATIO	Comprehension and Collaboration
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EXPECTATION / CONTENT SPECIFICATION N  GRADE STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.  GRADE STANDARD 2: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.  GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  Language Arts Anchor Standards  Language Arts Anchor Standards  Language Anchor Standards  Language Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
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STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / Language Anchor Standards  Language Anchor Standards  Language Anchor Standards	/ CONTENT SPECIFICATIO	Conventions of Academic English/Language for Learning
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CONCEPTUAL UNDERSTAND	CLUSTER /	English Language Arts Anchor Standards
	CONCEPTUAL UNDERSTAND	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 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 UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		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	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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CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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 UNDERSTAND ING		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 UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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.

SPECIFICATION

SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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.

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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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).
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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.

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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same 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 UNDERSTAND ING		Text Types and Purposes
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.

CONTENT SPECIFICATION

exploration.

### 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 UNDERSTAND ING		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	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION /	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

EXPECTATION /	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the
CONTENT SPECIFICATION		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.

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#### New York State Learning Standards and Core Curriculum Language Arts

Grade 6 - Adopted: 2017/Effective 2020

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**EXPECTATION** 

New York State Next Generation English Language Arts Learning Standards

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

STANDARD 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.

GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 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	and integrate the information in writing while avoiding plagiarism

ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 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	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)

GRADE

EXPECTATION

6W2c:

#### 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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	6W1:	Write arguments to support claims with clear reasons and relevant evidence.
GRADE EXPECTATION	6W1b:	Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.
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 UNDERSTAND ING		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.
CDADE	CMO	Her granical learning and content are offernous buleaute coulding tenis

Use precise language and content-specific vocabulary to explain a topic.

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 UNDERSTAND ING		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
ST ANDARD / CONCEPT UAL UNDERST AND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clea and persuasively, and build on those of other.

DOMAIN   UNIFYING THEME CATEGORY   CATEGORY   CATEGORY   CONCEPTUAL UNDERSTAND ING STRAND   CONCEPTUAL UNIFYING THEME CATEGORY   CONCEPTUAL UNDERSTAND ING CONCEPTUAL ING C			
DOMAIN   UNIFYING THEME CATEGORY   CLUSTER   St ANDARD   COnventions of Academic English/Language for Learning (Appendix A)  CONCEPTUAL UNDERSTAND NO  CONCEPTUAL UNDERSTAND NO  CORPORATION 6L1: Core Conventions Skills for Grades 6-8: SPECIFICATION CONTENT SPECIFICATION 6L1: Core Conventions Skills for Grades 6-8: SPECIFICATION CONTENT SPECIFICATION  CRADE 6L1: Explain the function of phrases and clauses in general, as well as in specific sentences. EXPECTATION  GRADE 6L1: Explain the function of phrases and clauses in general, as well as in specific sentences.  EXPECTATION  GRADE EXPECTATION  CRADE EXPECTATION  New York State Next Generation English Language Arts Learning Standards UNIFYING THEME  CATEGORY   CONCEPTUAL UNDERSTAND   NO  Knowledge of Language Understand No  CRADE GRADE 6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. SPECIFICATION  New York State Next Generation English Language Arts Learning Standards  CONCEPTUAL UNDERSTAND   NO  Knowledge of Language Understand No  CONCEPTUAL UNDERSTAND   No  Knowledge of Language and its conventions when writing, speaking, reading, or listening. SPECIFICATION  New York State Next Generation English Language Arts Learning Standards  UNDERSTAND   No  CRADE GRADE GRADE GL3: Was knowledge of Language and its conventions when writing, speaking, reading, or listening.  SPECIFICATION  New York State Next Generation English Language Arts Learning Standards  UNDERSTAND   New York State Next Generation English Language Arts Learning Standards  UNDERSTAND   New York State Next Generation English Language Arts Learning Standards		6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STANDARD   CONTEMPTION CATEGORY   CLUSTER / KEYDEA STANDARD   STANDARD   STANDARD   STANDARD   CONCEPTUAL UNDERSTAND   CORPORATION   CONTENT   SPECIFICATION   CONTENT   SPECIFICATION   CONTENT   SPECIFICATION   CONTENT   SPECIFICATION   CONTENT   SPECIFICATION   CONTENT   SPECIFICATION   CONTENT   STANDARD   CONTENT   STAND   CONTENT   STAND   CONTENT   SPECIFICATION   CONTENT   STAND   CONTENT   SPECIFICATION   CONTENT   SPECIFICATION   CONTENT   CONTENT   SPECIFICATION   CONTENT   CONTENT   SPECIFICATION   CONTENT   CO	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
UNDREST AND ING  REPRECIATION 6L1: Core Conventions Skills for Grades 6-8:  PERPECIATION 1 CONTENT SPECIFICATION N  GRADE EXPECTATION 6L1: Explain the function of phrases and clauses in general, as well as in specific sentences.  EXPECTATION 6L1: Explain the function of phrases and clauses in general, as well as in specific sentences.  GRADE EXPECTATION 6L1: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  GRADE EXPECTATION 6L1: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  STRAND I DOMAIN I UNIFYING THEME  CATEGORY / CATEGO	CLUSTER /		6th Grade Language Standards   6L
SPECIFICATION  61.3 Recognize and correct pronouns that have unclear or ambiguous antecedents.  EXPECTATION  61.4 Explain the function of phrases and clauses in general, as well as in specific sentences.  61.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  61.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  61.9 Recognize and correct inappropriate verb shifts.  EXPECTATION  61.9 New York State Next Generation English Language Arts Learning Standards  DDMAIN / UNIFYING  HEMBE  CATEGORY / CLUSTER / Knowledge of Language  Wisplace Arts Learning Standards  61.5 Chrowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  FEXPECTATION / CONTENT SPECIFICATION / CONTE	CONCEPTUAL UNDERSTAND		Conventions of Academic English/Language for Learning (Appendix A)
GRADE EXPECTATION  GRADE 6L1:4 Explain the function of phrases and clauses in general, as well as in specific sentences.  GRADE EXPECTATION  GRADE 6L1:5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  GRADE EXPECTATION  GRADE 6L1:9 Recognize and correct inappropriate verb shifts.  New York State Next Generation English Language Arts Learning Standards  UNIFYING  THEME  CATEGORY / CLUSTER / Knowledge of Language  GRADE 6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  FRAND / DOMAIN / UNIFYING  New York State Next Generation English Language Arts Learning Standards  GRADE 6L3b: Maintain consistency in style and tone.  STRAND / DOMAIN / UNIFYING  THEME  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  New York State Next Generation English Language Arts Learning Standards  ODMAIN / UNIFYING  THEME  CATEGORY / CLUSTER / Sth Grade Language Standards   6L	/ CONTENT SPECIFICATIO	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION  GRADE 6L1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  EXPECTATION  GRADE 6L1.9 Recognize and correct inappropriate verb shifts.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING ING  EXPECTATION 6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  GRADE EXPECTATION N  GRADE 6L3b: Maintain consistency in style and tone.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / UNIFYING  CATEGORY / UNIFYING  GRADE 6L3b: Maintain consistency in style and tone.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / 6th Grade Language Standards   6L  CATEGORY / UNIFYING  GRADE 6th Grade Language Standards   6L  CATEGORY / UNIFYING  GRADE 6th Grade Language Standards   6L  CATEGORY / CLUSTER / 6th Grade Language Standards   6L		6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CONCEPTUAL UNDERSTAND / ING  EXPECTATION  6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  GRADE EXPECTATION / CONTENT SPECIFICATION N  GRADE EXPECTATION   SIJB: Maintain consistency in style and tone.  STRAND / DOMAIN / UNIFYING THEME  6L3: New York State Next Generation English Language Arts Learning Standards   STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CATEGORY / State Next Generation English Language Arts Learning Standards   Strand / Strandards   Stra		6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / Knowledge of Language Standards   6L  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  Knowledge of language and its conventions when writing, speaking, reading, or listening.  Knowledge of language and its conventions when writing speaking, reading or listening.  Knowledge of language and its conventions when writing speaking, reading or listening.  Knowledge of language and its conventions when writing speaking, reading or listening.  Knowledge of language and its conventions when writing speaking and listening.  Knowledge of language and its conventions when writing speaking and listening.  Knowledge of language and its conventions when writing speaking and listening.  Knowledge of language and its conventions when writing speaking and listening.  Knowledge of language and its conventions when writing speaking and listening.  Knowledge of language and its conventions when writing speaking and listening.  CATEGORY / State Next Generation English Language Arts Learning Standards  Knowledge of Language Standards   6L  CATEGORY / State Next Generation English Language Arts Learning Standards		6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE 6L3b: Maintain consistency in style and tone.  EXPECTATION   New York State Next Generation English Language Arts Learning Standards  ONE STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / Other indicates the content of		6L1:9	Recognize and correct inappropriate verb shifts.
CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERST AND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE EXPECTATION OLD Maintain consistency in style and tone.  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / 6th Grade Language Standards   6L	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE 6L3b: Maintain consistency in style and tone.  EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /  6th Grade Language Standards   6L	CLUSTER /		6th Grade Language Standards   6L
CONTENT SPECIFICATION   GRADE   GL3b: Maintain consistency in style and tone.    STRAND   New York State Next Generation English Language Arts Learning Standards   OMAIN   UNIFYING THEME   Gth Grade Language Standards   GL	CONCEPTUAL UNDERSTAND		Knowledge of Language
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / 6th Grade Language Standards   6L	/ CONTENT SPECIFICATIO	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /  6th Grade Language Standards   6L		6L3b:	Maintain consistency in style and tone.
CLUSTER /	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
	CATEGORY /		6th Grade Language Standards   6L

STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same 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 UNDERSTAND ING		Text Types and Purposes
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.
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 UNDERSTAND ING		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	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

		New York State Learning Standards and Core Curriculum  Language Arts  Grade 6 - Adopted: 2017/Effective 2020
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219  New York State Learning Standards and Core Curriculum
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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	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.
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
/ CONTENT SPECIFICATIO	STANDARD 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.
/ CONTENT SPECIFICATIO N	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse
GRADE EXPECTATION	STANDARD 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.  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual,
/ CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING	STANDARD 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.  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
/ CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	STANDARD 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.  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  New York State Next Generation English Language Arts Learning Standards
J CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE EXPECTATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	STANDARD 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.  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).  New York State Next Generation English Language Arts Learning Standards  English Language Arts Anchor Standards

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CONTENT

SPECIFICATION

text; summarize a text (RI&RL)

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
GRADE EXPECTATION		STANDARD 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 UNDERSTAND ING		Key Ideas and Details
EXPECTATION /	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&RI)

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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R6:	In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author's geographic location or culture affects his or her perspective. (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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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/		6th Grade Writing Standards   6W
CLUSTER / KEY IDEA		
		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTAND	6W7:	
STANDARD / CONCEPT UAL UNDERST AND ING  EXPECTATION / CONTENT	6W7:	Research to Build and Present Knowledge  Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the
STANDARD / CONCEPT UAL UNDERST AND ING  EXPECTATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING	6W7:	Research to Build and Present Knowledge  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.
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	6W7:	Research to Build and Present Knowledge  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.  New York State Next Generation English Language Arts Learning Standards
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND		Research to Build and Present Knowledge  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.  New York State Next Generation English Language Arts Learning Standards  6th Grade Speaking and Listening Standards   6SL

GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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 UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 UNDERSTAND ING		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

CATECORY		
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	6L5a:	Interpret figurative language, including personification, in context.
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 UNDERSTAND ING		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 UNDERSTAND ING		Key Ideas and Details
UNDERSTAND	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.
UNDERST AND ING  EXPECTATION / CONTENT		Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific
EXPECTATION / CONTENT SPECIFICATION / CONTENT	2	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.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY /		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
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.

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CONTENT SPECIFICATION

> New York State Learning Standards and Core Curriculum Language Arts

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 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		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	ı	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
STRAND / DOMAIN / UNIFYING THEME	ı	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 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
DOMAIN / UNIFYING	New York State Next Generation English Language Arts Learning Standards  English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO	English Language Arts Anchor Standards  Speaking and Listening Anchor Standards
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE	English Language Arts Anchor Standards  Speaking and Listening Anchor Standards  Comprehension and Collaboration  STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse
DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION  GRADE	English Language Arts Anchor Standards  Speaking and Listening Anchor Standards  Comprehension and Collaboration  STANDARD 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.  STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual,

STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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	STANDARD 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R6:	In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL) In informational texts, explain how an author's geographic location or culture affects his or her perspective. (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 UNDERSTAND ING		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 UNDERSTAND ING		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	6W3a:	Engage the reader by introducing a narrator and/or characters.
GRADE EXPECTATION	6W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
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		6th Grade Writing Standards   6W
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards   6SL

STANDARD / CONCEPTUAL UNDERSTAND ING		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.
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 UNDERSTAND ING		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	6L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	6L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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 I CLUSTER I KEY IDEA		6th Grade Language Standards   6L
ST ANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	6L5a:	Interpret figurative language, including personification, in context.
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 UNDERSTAND ING		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 I CLUSTER I KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPT UAL UNDERST AND ING		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.
EXPECTATION / CONTENT SPECIFICATION	6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CONTENT

SPECIFICATION

## 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 UNDERSTAND ING		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		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 UNDERSTAND ING		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).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION /	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		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 UNDERSTAND ING		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		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
CONTENT	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.  Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	WHST3:	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER /	WHST3:	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards  WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL
CONTENT SPECIFICATION  STRAND / DOMAIN / UNIFYING THEME  CATEGORY / CLUSTER / KEY IDEA  STANDARD / CONCEPTUAL UNDERSTAND	WHST3:	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards  WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

## New York State Learning Standards and Core Curriculum 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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 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	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 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 /	English Language Arts Anchor Standards
CLUSTER / KEY IDEA	
	Reading Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND	
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATIO	Reading Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION N  GRADE	Reading Anchor Standards  Craft and Structure  STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,
STANDARD / CONCEPTUAL UNDERSTAND ING  EXPECTATION / CONTENT SPECIFICATION  GRADE EXPECTATION	Reading Anchor Standards  Craft and Structure  STANDARD 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.  STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of

STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 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 UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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		STANDARD 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 UNDERSTAND ING		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 Reading Standards (Literary and Informational Text)   6R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	6R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
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 UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6R7:	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
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 Language Standards   6L
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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 UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		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).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		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		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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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 UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION /	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT SPECIFICATION

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