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	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION		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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)	6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards	6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

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

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 UNDERSTANDING		Text Types and Purposes

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

CATEGORY / CLUSTER / KEY IDEA	**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING	**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 UNDERSTANDING	**Craft and Structure**

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

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

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 UNDERSTANDING	**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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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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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)	6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards	6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**

EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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 UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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 UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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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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 UNDERSTANDING	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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text) | 6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards	6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards	6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards	6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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 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	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text) | 6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

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

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards	6SL
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	6L1:	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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.

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		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 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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION		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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)	6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
GRADE EXPECTATION	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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards | 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		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 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

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 UNDERSTANDING		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.

STRAND / 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		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 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

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

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)	6R

STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
GRADE EXPECTATION	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 UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**

STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L4:	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

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

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

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

EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		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	New York State Next Generation English Language Arts Learning Standards

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text) | 6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text)	6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL 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 UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 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 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

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

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text)	6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:2	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**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

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

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 UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

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

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

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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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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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	**6th Grade Language Standards | 6L**	
STANDARD / CONCEPTUAL UNDERSTANDING	**Vocabulary Acquisition and Use**	
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		**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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New York State Learning Standards and Core Curriculum

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	6L1:	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	6L3:	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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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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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details

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

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

| 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 | 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 UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		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	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text)	6R**

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards | 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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		New York State Next Generation English Language Arts Learning Standards

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

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards | 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

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

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

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

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

| EXPECTATION / CONTENT SPECIFICATION | RST1: | Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. |

| EXPECTATION / CONTENT SPECIFICATION | RST2: | Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. |

| EXPECTATION / CONTENT SPECIFICATION | RST3: | Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. |

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

| CATEGORY / CLUSTER / KEY IDEA | | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8** |

| STANDARD / CONCEPTUAL UNDERSTANDING | | **Craft and Structure** |

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

| 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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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		New York State Next Generation English Language Arts Learning Standards

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

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards | 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

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

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

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

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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards | 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

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

| EXPECTATION /
CONTENT
SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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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 UNDERSTANDING	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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	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 Speaking and Listening Standards | 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	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
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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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

GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
GRADE EXPECTATION	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 UNDERSTANDING		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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	6L1:	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	6L3:	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

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

GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	6L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		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 8: FORMAL ESSAY MODELS Week 21 Page 193-202

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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING		**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		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 UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**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 THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

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

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**

STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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 UNDERSTANDING		**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 UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	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 UNDERSTANDING	Text Types and Purposes

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

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

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

STANDARD / CONCEPTUAL UNDERSTANDING	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.

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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 UNDERSTANDING	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 UNDERSTANDING		**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		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)

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

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Reading Standards (Literary and Informational Text) | 6R
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
GRADE EXPECTATION	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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards	6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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 UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

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

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

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 UNDERSTANDING	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 UNDERSTANDING	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	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards

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

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	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 UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards	6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	6L1:	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:4	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 UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L4:	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards	6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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 UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

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

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

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

STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

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

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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 UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Research to Build and Present Knowledge

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

CATEGORY / CLUSTER / KEY IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING		