

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

GRADE EXPECTATION	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.
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GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

EXPECTATION / CONTENT SPECIFICATION	9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

EXPECTATION / CONTENT SPECIFICATION	9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W	
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes	
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W	
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge	
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

STANDARD / **Craft and Structure**
CONCEPTUAL
UNDERSTAND
ING

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

EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
CONTENT section, chapter, scene, or stanza) relate to each other and the whole.
SPECIFICATION

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

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

STANDARD / **Text Types and Purposes**
CONCEPTUAL
UNDERSTAND
ING

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

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

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

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

STANDARD / **Research to Build and Present Knowledge**
CONCEPTUAL
UNDERSTAND
ING

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

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

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

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

EXPECTATION / RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
CONTENT
SPECIFICATION

EXPECTATION / RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
CONTENT
SPECIFICATION

EXPECTATION / RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CONTENT
SPECIFICATION

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

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

EXPECTATION / RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
CONTENT
SPECIFICATION

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
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EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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New York State Next Generation English Language Arts Learning Standards

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

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

GRADE EXPECTATION	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.
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GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

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

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

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

EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

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

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, 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 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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

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

EXPECTATION /
CONTENT
SPECIFICATION

WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

EXPECTATION /
CONTENT
SPECIFICATION

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

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	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.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	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.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	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.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	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. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

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

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

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

EXPECTATION / 1 Read closely to determine what the text 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 / 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

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

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

EXPECTATION / 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 / 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.

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

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

EXPECTATION /
CONTENT
SPECIFICATION

3

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

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

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

EXPECTATION /
CONTENT
SPECIFICATION

6

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

EXPECTATION /
CONTENT
SPECIFICATION

7

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

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

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

EXPECTATION /
CONTENT
SPECIFICATION

RH3:

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

New York State Learning Standards and Core Curriculum

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

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

New York State Next Generation English Language Arts Learning Standards

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	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 /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	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. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
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EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
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GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

New York State Learning Standards and Core Curriculum
 Language Arts
 Grade 10 - Adopted: 2017/Effective 2020

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

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

GRADE EXPECTATION	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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION 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).

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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New York State Next Generation English Language Arts Learning Standards

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

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

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

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

**GRADE
EXPECTATION** 9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

**GRADE
EXPECTATION** 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

**GRADE
EXPECTATION** 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

**GRADE
EXPECTATION** 9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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

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

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

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

EXPECTATION / 1 Read closely to determine what the text 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 / 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

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

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

EXPECTATION / 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 / 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.

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

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

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

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

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

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

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

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

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

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

EXPECTATION / RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as
CONTENT the time and place of publication, origin, authorship, etc.
SPECIFICATION

EXPECTATION / RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how
CONTENT key events or ideas develop within a text.
SPECIFICATION

EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

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

EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

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

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

EXPECTATION / CONTENT SPECIFICATION RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
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EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
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GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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

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

EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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

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

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

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

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

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

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

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

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

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 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

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

EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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

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

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

EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

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

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

EXPECTATION / CONTENT SPECIFICATION RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

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

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

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

**EXPECTATION /
CONTENT
SPECIFICATION** RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

**EXPECTATION /
CONTENT
SPECIFICATION** RST5: Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.

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THEME**

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

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

**EXPECTATION /
CONTENT
SPECIFICATION** WHST2: **Write informative/explanatory text focused on discipline-specific content.**

**GRADE
EXPECTATION** WHST2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

**GRADE
EXPECTATION** WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

**GRADE
EXPECTATION** WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

EXPECTATION / CONTENT SPECIFICATION WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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

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

EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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

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

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

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
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GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
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GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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EXPECTATION / CONTENT SPECIFICATION	WHST7: Draw evidence from informational texts to support analysis, reflection, and research.
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UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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

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

GRADE EXPECTATION	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.
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

GRADE
EXPECTATION

9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.

GRADE
EXPECTATION

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

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

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
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EXPECTATION / CONTENT SPECIFICATION	9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING	Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1: Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2 Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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

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

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

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

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards 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 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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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 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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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).

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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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.
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GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
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STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
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GRADE EXPECTATION	9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.
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GRADE EXPECTATION	9-10W2f: Establish and maintain a style appropriate to the writing task.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING	Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1: Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2 Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L2:	Core Punctuation and Spelling Skills for Grades 9-12:

GRADE EXPECTATION 9-10L2:1 Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

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New York State Next Generation English Language Arts Learning Standards

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

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

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

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

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

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Grades 6-12 Standards 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 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

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

EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

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

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

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

EXPECTATION / CONTENT SPECIFICATION RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

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

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

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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

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

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

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

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

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

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

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

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

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

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

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

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

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f: Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
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EXPECTATION / CONTENT SPECIFICATION	9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING	Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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

EXPECTATION / CONTENT SPECIFICATION RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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

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

EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

EXPECTATION / CONTENT SPECIFICATION RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.

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THEME**

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

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

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

EXPECTATION / CONTENT SPECIFICATION RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

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

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

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

EXPECTATION / CONTENT SPECIFICATION RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
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GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

New York State Learning Standards and Core Curriculum

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION 9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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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.
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EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards 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.
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EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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EXPECTATION / 7 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT
SPECIFICATION

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

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

EXPECTATION / RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as
CONTENT the time and place of publication, origin, authorship, etc.
SPECIFICATION

EXPECTATION / RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how
CONTENT key events or ideas develop within a text.
SPECIFICATION

EXPECTATION / RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or
CONTENT simply preceded them.
SPECIFICATION

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

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

EXPECTATION / RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,
CONTENT social, economic, or geographic aspects of history/social studies.
SPECIFICATION

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

EXPECTATION / RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which
CONTENT details they include and emphasize in their respective accounts.
SPECIFICATION

STRAND / **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
DOMAIN / **Standards**
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

EXPECTATION / CONTENT SPECIFICATION RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

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

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

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

EXPECTATION / CONTENT SPECIFICATION RST5: Describe how the text structures information or ideas into categories or hierarchies, 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		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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

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

EXPECTATION / CONTENT SPECIFICATION WHST2: **Write informative/explanatory text focused on discipline-specific content.**

GRADE EXPECTATION WHST2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

EXPECTATION / CONTENT SPECIFICATION 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 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

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

Grade 10 - Adopted: 2017/Effective 2020

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THEME**

New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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.

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

GRADE
EXPECTATION

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.

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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

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CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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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.
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EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards 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.
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EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
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EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
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EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
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Standards**

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

EXPECTATION / CONTENT SPECIFICATION RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION WHST2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

EXPECTATION / CONTENT SPECIFICATION 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 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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Grade 10 - Adopted: 2017/Effective 2020

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

GRADE EXPECTATION 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.

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

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

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

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

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

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

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

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

STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

STRAND / DOMAIN / UNIFYING THEME		
Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards		
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

EXPECTATION / CONTENT SPECIFICATION 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 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

New York State Next Generation English Language Arts Learning Standards

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

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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 /
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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10R4:	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. Examine technical or key terms and how language differs across genres. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
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GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
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GRADE EXPECTATION	9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING	Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1: Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING	Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GRADE EXPECTATION	9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

**STRAND /
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THEME**

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

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

EXPECTATION / 4
CONTENT
SPECIFICATION

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

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THEME**

**Grades 6-12 Standards 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 / 3
CONTENT
SPECIFICATION

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

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THEME**

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

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

EXPECTATION / 6
CONTENT
SPECIFICATION

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 / 7
CONTENT
SPECIFICATION

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

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THEME**

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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

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

New York State Next Generation English Language Arts Learning Standards

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration

GRADE
EXPECTATION

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use

GRADE
EXPECTATION

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

GRADE
EXPECTATION

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

EXPECTATION /
CONTENT
SPECIFICATION

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)

EXPECTATION /
CONTENT
SPECIFICATION

9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10L1: **Core Conventions Skills for Grades 9-12:**

**GRADE
EXPECTATION** 9-10L1:2 Use various types of phrases and clauses to add variety and interest to writing or presentations.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10L3: **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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THEME**

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

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

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THEME**

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
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EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
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EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION

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

GRADE EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION 9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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

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

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

GRADE EXPECTATION 9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

GRADE EXPECTATION 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION 9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

GRADE EXPECTATION 9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
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EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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

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

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

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	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.
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EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
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EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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

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

EXPECTATION / CONTENT SPECIFICATION RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

EXPECTATION / CONTENT SPECIFICATION RST5: Describe how the text structures information or ideas into categories or hierarchies, 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		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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

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

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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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 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION 9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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

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

EXPECTATION / CONTENT SPECIFICATION 9-10W1: **Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

GRADE EXPECTATION 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

GRADE EXPECTATION 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

GRADE EXPECTATION 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

GRADE EXPECTATION 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.

GRADE EXPECTATION	9-10W1f: Maintain a style and tone appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	9-10W2f: Establish and maintain a style appropriate to the writing task.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

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

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

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / DOMAIN / UNIFYING THEME

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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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.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
CONTENT approaches the authors take.
SPECIFICATION

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Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant
CONTENT and sufficient evidence.
SPECIFICATION

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / 5 Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the
CONTENT subject under investigation.
SPECIFICATION

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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

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

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.

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

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
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EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE EXPECTATION	WHST1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE EXPECTATION	WHST1d:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York State Learning Standards and Core Curriculum

Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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New York State Next Generation English Language Arts Learning Standards

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

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

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

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10W1: **Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**GRADE
EXPECTATION** 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

**GRADE
EXPECTATION** 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

**GRADE
EXPECTATION** 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

**GRADE
EXPECTATION** 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE EXPECTATION	9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.
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GRADE EXPECTATION	9-10W1f: Maintain a style and tone appropriate to the writing task.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

GRADE EXPECTATION	9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
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GRADE EXPECTATION	9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.
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GRADE EXPECTATION	9-10W2f: Establish and maintain a style appropriate to the writing task.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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

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

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

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

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

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

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

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

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

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

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

EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
CONTENT section, chapter, scene, or stanza) relate to each other and the whole.
SPECIFICATION

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
CONTENT approaches the authors take.
SPECIFICATION

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

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

EXPECTATION / 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant
CONTENT and sufficient evidence.
SPECIFICATION

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

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

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

GRADE EXPECTATION	WHST1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE EXPECTATION	WHST1d:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

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

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

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

EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION WHST5: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

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**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9-10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
GRADE EXPECTATION	9-10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
GRADE EXPECTATION	9-10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE EXPECTATION	9-10W1d:	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE EXPECTATION	9-10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.
GRADE EXPECTATION	9-10W1f:	Maintain a style and tone appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.

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New York State Next Generation English Language Arts Learning Standards

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

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10L1: **Core Conventions Skills for Grades 9-12:**

**GRADE
EXPECTATION** 9-10L1:2 Use various types of phrases and clauses to add variety and interest to writing or presentations.

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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

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

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

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

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

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

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

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

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 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION / CONTENT SPECIFICATION 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 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
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EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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STRAND / DOMAIN / UNIFYING THEME

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

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

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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STRAND / DOMAIN / UNIFYING THEME

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

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

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
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STRAND / DOMAIN / UNIFYING THEME

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

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..
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**STRAND /
DOMAIN /
UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
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EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
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**STRAND /
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THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
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**STRAND /
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UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE EXPECTATION	WHST1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE EXPECTATION	WHST1d:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.

STRAND / DOMAIN / UNIFYING THEME

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

STRAND / DOMAIN / UNIFYING THEME

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes
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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 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION WHST5: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

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

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

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

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

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

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

GRADE EXPECTATION	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 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION /
CONTENT
SPECIFICATION

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

EXPECTATION /
CONTENT
SPECIFICATION

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	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. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RI) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
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EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION 9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.

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

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
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EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
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STRAND / DOMAIN / UNIFYING THEME

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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STRAND / DOMAIN / UNIFYING THEME

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

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

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

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

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

**EXPECTATION /
CONTENT
SPECIFICATION** WHST.4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

**STRAND /
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THEME**

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

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

**EXPECTATION /
CONTENT
SPECIFICATION** WHST.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020**

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

GRADE EXPECTATION	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 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION

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

EXPECTATION / CONTENT SPECIFICATION

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

EXPECTATION / CONTENT SPECIFICATION

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10R4:	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. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

STRAND / DOMAIN / UNIFYING THEME

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

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

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

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

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

STANDARD / **Craft and Structure**
CONCEPTUAL
UNDERSTAND
ING

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

EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
CONTENT section, chapter, scene, or stanza) relate to each other and the whole.
SPECIFICATION

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

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

STANDARD / **Text Types and Purposes**
CONCEPTUAL
UNDERSTAND
ING

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

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

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

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

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

STANDARD / **Research to Build and Present Knowledge**
CONCEPTUAL
UNDERSTAND
ING

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

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

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
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GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE EXPECTATION	WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
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STRAND / DOMAIN / UNIFYING THEME

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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New York State Learning Standards and Core Curriculum
Language Arts
Grade 10 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	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 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 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	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. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

GRADE EXPECTATION	9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION	9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
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GRADE EXPECTATION	9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
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GRADE EXPECTATION	9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
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GRADE EXPECTATION	9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE EXPECTATION	9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

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

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

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

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

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
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EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
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GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
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EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

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

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

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

EXPECTATION / RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or
CONTENT simply preceded them.
SPECIFICATION

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
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GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
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GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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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	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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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 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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

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New York State Next Generation English Language Arts Learning Standards

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

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

GRADE
EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

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

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

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New York State Next Generation English Language Arts Learning Standards

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

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10R4: 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. Examine technical or key terms and how language differs across genres. (RI&RL)

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)

**EXPECTATION /
CONTENT
SPECIFICATION** 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

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

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

GRADE EXPECTATION	9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
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GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
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GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

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

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

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

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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

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

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

New York State Learning Standards and Core Curriculum
Language Arts

Grade 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

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

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New York State Next Generation English Language Arts Learning Standards

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

GRADE EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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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).

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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.

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New York State Next Generation English Language Arts Learning Standards

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

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

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New York State Next Generation English Language Arts Learning Standards

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

EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

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

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

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

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

**EXPECTATION /
CONTENT
SPECIFICATION** WHST.3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.