

# Main Criteria: University-Ready Writing

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

Subject: Language Arts

Grade: 11

### University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## New York P-12 Learning Standards

### Language Arts

Grade 11 - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

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

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

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |   | English Language Arts Anchor Standards                                                                                                                                                      |
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| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |   | Reading Anchor Standards                                                                                                                                                                    |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION     |   | Craft and Structure                                                                                                                                                                         |
| GRADE<br>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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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | English Language Arts Anchor Standards |
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| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Writing Anchor Standards               |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |  | Text Types and Purposes                |

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| GRADE<br>EXPECTATION | 1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
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| GRADE<br>EXPECTATION | 4 | Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences. |
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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | English Language Arts Anchor Standards  |
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| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Writing Anchor Standards                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |  | Research to Build and Present Knowledge |

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| GRADE<br>EXPECTATION | 7 | Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism |
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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | English Language Arts Anchor Standards  |
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| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Speaking and Listening Anchor Standards |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |  | Comprehension and Collaboration         |

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

GRADE  
EXPECTATION

3

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

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

GRADE  
EXPECTATION

4

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

GRADE  
EXPECTATION

6

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

11-12R2:

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

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA |  | 11th-12th Grade Reading Standards (Literary and Informational Text)   11-12R |
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| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |  | <b>Craft and Structure</b> |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12R4: | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) |
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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |          | <b>11th-12th Grade Writing Standards   11-12W</b>                                                                                              |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |          | <b>Text Types and Purposes</b>                                                                                                                 |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION          | 11-12W1: | <b>Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b> |

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| GRADE<br>EXPECTATION | 11-<br>12W1a: | Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence. |
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| GRADE<br>EXPECTATION | 11-<br>12W1b: | Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases. |
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| GRADE<br>EXPECTATION | 11-<br>12W1c: | Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic. |
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| GRADE<br>EXPECTATION | 11-<br>12W1d: | Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| GRADE<br>EXPECTATION | 11-<br>12W1e: | Provide a concluding statement or section that explains the significance of the argument presented. |
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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |  | <b>11th-12th Grade Writing Standards   11-12W</b> |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |  | <b>Text Types and Purposes</b>                    |

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12W5: | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable. |
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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |  | <b>11th-12th Grade Writing Standards   11-12W</b> |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |  | <b>Research to Build and Present Knowledge</b>    |

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| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12W7:</b> | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. |
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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |                  | <b>11th-12th Grade Speaking and Listening Standards   11-12SL</b>                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12SL1:</b> | <b>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.</b> |

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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12SL1a:</b> | Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas. |
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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12SL1b:</b> | 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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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12SL1d:</b> | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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**New York State Next Generation English Language Arts Learning Standards**

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

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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12L1:4</b> | Resolve issues of complex or contested usage, consulting references as needed. |
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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |               | 11th-12th Grade Language Standards   11-12L                                                                                                                          |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |               | Vocabulary Acquisition and Use                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12L4:      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.                                    |
| GRADE<br>EXPECTATION                      | 11-<br>12L4a: | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

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| GRADE<br>EXPECTATION | 11-<br>12L4d: | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | Literacy 6-12 Anchor Standards for Reading                                                                                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Key Ideas and Details                                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                  |
| EXPECTATION /<br>CONTENT<br>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**

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | Literacy 6-12 Anchor Standards for Reading                                                                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Craft and Structure                                                                                                                                                                         |
| EXPECTATION /<br>CONTENT<br>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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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 4 | Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences. |
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 7 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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THEME****Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH1: | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH3:                                                                                                           | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.                                                                                   |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                  |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                                                                                   |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG       |                                                                                                                | Craft and Structure                                                                                                                                                                                                                                              |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH4:                                                                                                           | Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                               |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH5:                                                                                                           | Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.                                                              |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH6:                                                                                                           | Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.                                                                                                                                |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                  |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                           |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG       |                                                                                                                | Key Ideas and Details                                                                                                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST1:                                                                                                          | Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST2:                                                                                                          | Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.                                                                                   |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST3:                                                                                                          | Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.                                                 |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                  |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                           |

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| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST4:                                                                                                          | Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.                                                                                                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST6:                                                                                                          | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12</b>                                                                                                                                                                                                                                                                                                             |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST7:                                                                                                          | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.                                                                                                                                                                                             |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12</b>                                                                                                                                                                                                                                                                                    |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | WHST1:                                                                                                         | <b>Write arguments focused on discipline-specific content.</b>                                                                                                                                                                                                                                                                                                                            |
| GRADE<br>EXPECTATION                                | WHST1a:                                                                                                        | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.                                                                                                                                |
| GRADE<br>EXPECTATION                                | WHST1b:                                                                                                        | Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.                                                        |
| GRADE<br>EXPECTATION                                | WHST1c:                                                                                                        | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                                                                                                                                       |
| GRADE<br>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 /<br>CLUSTER / KEY<br>IDEA           |  | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND<br>TECHNICAL SUBJECTS 11-12 |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |  | Text Types and Purposes                                                                            |

EXPECTATION /  
CONTENT  
SPECIFICATION

WHST4:

Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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THEME**

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

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |  | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND<br>TECHNICAL SUBJECTS 11-12 |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |  | 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 strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

EXPECTATION /  
CONTENT  
SPECIFICATION

WHST7:

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

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

**New York P-12 Learning Standards**

**Language Arts**

Grade 11 - Adopted: 2017/Effective 2020

**STRAND /  
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THEME**

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

|                                               |  |                                        |
|-----------------------------------------------|--|----------------------------------------|
| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |  | English Language Arts Anchor Standards |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |  | Reading Anchor Standards               |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION     |  | Key Ideas and Details                  |

|                      |   |                                                                                                                                                                                                             |
|----------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | 1 | Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
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|                      |   |                                                                                                                            |
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| GRADE<br>EXPECTATION | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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#### **New York State Next Generation English Language Arts Learning Standards**

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

|                      |   |                                                                                                                                  |
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| GRADE<br>EXPECTATION | 6 | Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts. |
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#### **New York State Next Generation English Language Arts Learning Standards**

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

|                      |   |                                                                                                                                                                                        |
|----------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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| GRADE<br>EXPECTATION | 3 | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
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| GRADE<br>EXPECTATION | 5 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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#### **New York State Next Generation English Language Arts Learning Standards**

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

| EXPECTATION / CONTENT SPECIFICATION |   | Research to Build and Present Knowledge                                                                      |
|-------------------------------------|---|--------------------------------------------------------------------------------------------------------------|
| GRADE EXPECTATION                   | 6 | Conduct research based on focused questions to demonstrate understanding of the subject under investigation. |

|                   |   |                                                                                                                                                                           |
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| GRADE EXPECTATION | 7 | Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism |
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**New York State Next Generation English Language Arts Learning Standards**

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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         |

|                   |   |                                                                                                                                                                                     |
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| GRADE EXPECTATION | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. |
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| GRADE EXPECTATION | 2 | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). |
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| GRADE EXPECTATION | 3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
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**STRAND / DOMAIN / UNIFYING THEME**

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

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

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

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

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

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

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

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

|                      |   |                                                                                                                                                                                                                         |
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| GRADE<br>EXPECTATION | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| GRADE<br>EXPECTATION | 6 | Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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UNIFYING  
THEME**

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

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

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

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

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | 11th-12th Grade Reading Standards (Literary and Informational Text)   11-12R |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Integration of Knowledge and Ideas                                           |

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12R7: | In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI) |
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UNIFYING  
THEME**

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

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

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| GRADE<br>EXPECTATION | 11-<br>12W2a: | Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. |
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| GRADE<br>EXPECTATION | 11-<br>12W2b: | Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. |
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| GRADE<br>EXPECTATION | 11-<br>12W2c: | Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic. |
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| GRADE<br>EXPECTATION | 11-<br>12W2d: | Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. |
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| GRADE<br>EXPECTATION | 11-<br>12W2e: | 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**

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

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

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

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| CATEGORY / CLUSTER / KEY IDEA       |  | 11th-12th Grade Writing Standards   11-12W |
| STANDARD / CONCEPTUAL UNDERSTANDING |  | Research to Build and Present Knowledge    |

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| EXPECTATION / CONTENT SPECIFICATION | 11-12W6: | Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. |
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| EXPECTATION / CONTENT SPECIFICATION | 11-12W7: | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. |
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**New York State Next Generation English Language Arts Learning Standards**

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

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

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

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

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

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

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

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THEME**

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

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

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DOMAIN /  
UNIFYING  
THEME**

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

|                                                    |   |                                                                                                                                                                                                             |
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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |   | <b>Literacy 6-12 Anchor Standards for Reading</b>                                                                                                                                                           |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |   | <b>Key Ideas and Details</b>                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>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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UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | Literacy 6-12 Anchor Standards for Reading                                                                                       |
|-------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Craft and Structure                                                                                                              |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 6 | Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts. |

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UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | Literacy 6-12 Anchor Standards for Writing                                                                                                                                             |
|-------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 3 | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                      |

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UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                                                                                                          |
|-------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                             |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 5 | Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.                                                                                                                                        |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 7 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                   |

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UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

RH1:

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

EXPECTATION /  
CONTENT  
SPECIFICATION

RH2:

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12 |
|-------------------------------------------|--|----------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Integration of Knowledge and Ideas                             |

EXPECTATION /  
CONTENT  
SPECIFICATION

RH9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

RST2:

Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.

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DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA |  | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12 |
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|-------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Craft and Structure                                                                                                                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST6:                                                                                                   | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST7:                                                                                                   | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.                                                                                                                                                                                             |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST8:                                                                                                   | Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.                                                                                                                                                                                             |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                           |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Text Types and Purposes                                                                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST2:                                                                                                  | Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.                                                                                                                                                                                                            |
| GRADE<br>EXPECTATION                      | WHST2a:                                                                                                 | Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.                                                                                                                                                                                                                                                                  |
| GRADE<br>EXPECTATION                      | WHST2b:                                                                                                 | Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.                                                                                                                                                         |
| GRADE<br>EXPECTATION                      | WHST2c:                                                                                                 | Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                                                                                                                                                                                                   |
| GRADE<br>EXPECTATION                      | WHST2d:                                                                                                 | Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.                                                                                                                                                                           |

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DOMAIN /  
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THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |  | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND<br>TECHNICAL SUBJECTS 11-12 |
|-----------------------------------------------|--|----------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |  | Text Types and Purposes                                                                            |

EXPECTATION /  
CONTENT  
SPECIFICATION

WHST3:

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

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DOMAIN /  
UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

WHST5:

Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION /  
CONTENT  
SPECIFICATION

WHST6:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

EXPECTATION /  
CONTENT  
SPECIFICATION

WHST7:

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

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

**New York P-12 Learning Standards**

**Language Arts**

Grade 11 - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

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

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DOMAIN /  
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THEME**

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

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

|                      |   |                                                                                                                                                                                             |
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| GRADE<br>EXPECTATION | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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**New York State Next Generation English Language Arts Learning Standards**

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

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

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | English Language Arts Anchor Standards                                                                                                                                              |
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| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Speaking and Listening Anchor Standards                                                                                                                                             |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |   | Comprehension and Collaboration                                                                                                                                                     |
| GRADE<br>EXPECTATION                      | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. |
| GRADE<br>EXPECTATION                      | 2 | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).                                                               |
| GRADE<br>EXPECTATION                      | 3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.                                                                                                    |

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

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

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UNIFYING  
THEME**

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

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

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| GRADE<br>EXPECTATION                                    | 6                                                                              | Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.                                                        |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>     | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                         |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>            |                                                                                | <b>11th-12th Grade Reading Standards (Literary and Informational Text)   11-12R</b>                                                                                                                                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDI<br/>NG</b> |                                                                                | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION               | 11-12R2:                                                                       | Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)                                                                                                                           |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>     | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                         |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>            |                                                                                | <b>11th-12th Grade Reading Standards (Literary and Informational Text)   11-12R</b>                                                                                                                                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDI<br/>NG</b> |                                                                                | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                              |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION               | 11-12R4:                                                                       | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>     | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                         |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>            |                                                                                | <b>11th-12th Grade Writing Standards   11-12W</b>                                                                                                                                                                                                                                                                                                       |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDI<br/>NG</b> |                                                                                | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION               | 11-12W2:                                                                       | <b>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.</b>                                                                                                                                                |
| GRADE<br>EXPECTATION                                    | 11-<br>12W2a:                                                                  | Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.                                                                                                                                                                                                    |
| GRADE<br>EXPECTATION                                    | 11-<br>12W2b:                                                                  | Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.                                   |

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| GRADE<br>EXPECTATION | 11-<br>12W2c: | Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.                                                     |
| GRADE<br>EXPECTATION | 11-<br>12W2d: | Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. |
| GRADE<br>EXPECTATION | 11-<br>12W2e: | Provide a concluding statement or section that explains the significance of the information presented.                                                                          |

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UNIFYING  
THEME**

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

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12W5: | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply the grade 11/12 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**

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-<br>12SL1: | Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. |
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| GRADE<br>EXPECTATION | 11-<br>12SL1a: | Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas. |
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| GRADE<br>EXPECTATION | 11-<br>12SL1b: | 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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| GRADE<br>EXPECTATION | 11-<br>12SL1d: | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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**New York State Next Generation English Language Arts Learning Standards**

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

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| GRADE<br>EXPECTATION | 11-<br>12L1:4 | Resolve issues of complex or contested usage, consulting references as needed. |
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**STRAND /  
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THEME**

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

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

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| GRADE<br>EXPECTATION | 11-<br>12L4a: | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| GRADE<br>EXPECTATION | 11-<br>12L4d: | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12L6: | Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

|                                                     |                                                                                                                |                                                                                                                                                                                                             |
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| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION           | 2                                                                                                              | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                  |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 3                                                                                                              | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                          |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | Literacy 6-12 Anchor Standards for Reading                                                                                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG       |                                                                                                                | Craft and Structure                                                                                                                                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 4                                                                                                              | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                 |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG       |                                                                                                                | Text Types and Purposes                                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION           | 3                                                                                                              | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                                           |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 4                                                                                                              | Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.                                                                 |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                                  |

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

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST1: | Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
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|                                           |       |                                                                                                                                                                                |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST2: | Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms. |
|-------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |       |                                                                                                                                                                                                                  |
|-------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST3: | Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text. |
|-------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STRAND /  
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THEME**

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

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

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

|                                           |       |                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST6: | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
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UNIFYING  
THEME**

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

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

|                                           |       |                                                                                                                                                                                               |
|-------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST7: | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
|-------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |       |                                                                                                                                                                                               |
|-------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST8: | Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
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THEME**

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

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

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UNIFYING  
THEME**

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

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

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UNIFYING  
THEME**

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

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

|                                           |        |                                                                                       |
|-------------------------------------------|--------|---------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST7: | Draw evidence from informational texts to support analysis, reflection, and research. |
|-------------------------------------------|--------|---------------------------------------------------------------------------------------|

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

## New York P-12 Learning Standards

### Language Arts

Grade 11 - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

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

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

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

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

#### STRAND / DOMAIN / UNIFYING THEME

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

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

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

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

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|----------------------|---|----------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | 3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
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THEME**

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

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

GRADE  
EXPECTATION

3

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

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UNIFYING  
THEME**

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

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

GRADE  
EXPECTATION

11-  
12W2a:

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

GRADE  
EXPECTATION

11-  
12W2b:

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

GRADE  
EXPECTATION

11-  
12W2c:

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

GRADE  
EXPECTATION

11-  
12W2d:

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

GRADE  
EXPECTATION

11-  
12W2e:

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

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UNIFYING  
THEME**

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

|                                     |  |                                                            |
|-------------------------------------|--|------------------------------------------------------------|
| CATEGORY /<br>CLUSTER / KEY<br>IDEA |  | 11th-12th Grade Speaking and Listening Standards   11-12SL |
|-------------------------------------|--|------------------------------------------------------------|

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

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UNIFYING  
THEME**

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

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

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DOMAIN /  
UNIFYING  
THEME**

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

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

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UNIFYING  
THEME**

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

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

|                                           |                                                                                                         |                                                                                                                                                                                               |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Text Types and Purposes                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 3                                                                                                       | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                             |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Key Ideas and Details                                                                                                                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH1:                                                                                                    | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.           |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                        |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Integration of Knowledge and Ideas                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST7:                                                                                                   | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST8:                                                                                                   | Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                                                                                               |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Text Types and Purposes                                                                                                                                                                       |

|                                            |               |                                                                                                                                                                                                                                   |
|--------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | <b>WHST2:</b> | <b>Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.</b>                                             |
| GRADE EXPECTATION                          | WHST2a:       | Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.                                                                                                          |
| GRADE EXPECTATION                          | WHST2b:       | Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. |
| GRADE EXPECTATION                          | WHST2c:       | Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                                           |
| GRADE EXPECTATION                          | WHST2d:       | Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.                   |

**STRAND / DOMAIN / UNIFYING THEME**

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

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

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

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

**New York P-12 Learning Standards**

**Language Arts**

Grade 11 - Adopted: 2017/Effective 2020

**STRAND / DOMAIN / UNIFYING THEME**

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

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

|                   |   |                                                                                                                                              |
|-------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE EXPECTATION | 1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|-------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------|

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UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | English Language Arts Anchor Standards                                                                                                                                              |
|-------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Speaking and Listening Anchor Standards                                                                                                                                             |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |   | Comprehension and Collaboration                                                                                                                                                     |
| GRADE<br>EXPECTATION                      | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. |
| GRADE<br>EXPECTATION                      | 2 | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).                                                               |
| GRADE<br>EXPECTATION                      | 3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.                                                                                                    |

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | English Language Arts Anchor Standards                                                                                                                                                                          |
|-------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Speaking and Listening Anchor Standards                                                                                                                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |   | Presentation of Knowledge and Ideas                                                                                                                                                                             |
| GRADE<br>EXPECTATION                      | 4 | Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. |

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UNIFYING  
THEME**

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

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

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UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |           | 11th-12th Grade Writing Standards   11-12W                                                                                                                                                                                                                            |
|-------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |           | Text Types and Purposes                                                                                                                                                                                                                                               |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12W1:  | Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                                                                                                                               |
| GRADE<br>EXPECTATION                      | 11-12W1a: | Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.                                              |
| GRADE<br>EXPECTATION                      | 11-12W1b: | Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases. |
| GRADE<br>EXPECTATION                      | 11-12W1c: | Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.                                                                                                                                         |
| GRADE<br>EXPECTATION                      | 11-12W1d: | Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.                                                                                      |
| GRADE<br>EXPECTATION                      | 11-12W1e: | Provide a concluding statement or section that explains the significance of the argument presented.                                                                                                                                                                   |

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UNIFYING  
THEME**

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

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

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UNIFYING  
THEME**

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

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

GRADE  
EXPECTATION

11-  
12L1:4

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

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UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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DOMAIN /  
UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

RST7:

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

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DOMAIN /  
UNIFYING  
THEME**

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

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

|                                            |               |                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | <b>WHST1:</b> | <b>Write arguments focused on discipline-specific content.</b>                                                                                                                                                                                                                                                                     |
| GRADE EXPECTATION                          | WHST1a:       | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.                                                                         |
| GRADE EXPECTATION                          | WHST1b:       | Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| GRADE EXPECTATION                          | WHST1c:       | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                                                                                |
| GRADE EXPECTATION                          | WHST1e:       | Provide a concluding statement or section that follows from or supports the argument presented.                                                                                                                                                                                                                                    |

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

## New York P-12 Learning Standards

### Language Arts

Grade 11 - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

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

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

GRADE EXPECTATION

3

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

#### STRAND / DOMAIN / UNIFYING THEME

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

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

|                                         |                                                                                |                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE EXPECTATION                       | 1                                                                              | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.                                                                                                                                                                              |
| GRADE EXPECTATION                       | 2                                                                              | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).                                                                                                                                                                                                                                            |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                                  |
| CATEGORY / CLUSTER / KEY IDEA           |                                                                                | 11th-12th Grade Writing Standards   11-12W                                                                                                                                                                                                                                                                                                                       |
| STANDARD / CONCEPTUAL UNDERSTANDING     |                                                                                | Text Types and Purposes                                                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / CONTENT SPECIFICATION     | 11-12W2:                                                                       | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                                                                                                                |
| GRADE EXPECTATION                       | 11-12W2d:                                                                      | Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.                                                                                                                                                                                  |
| GRADE EXPECTATION                       | 11-12W2f:                                                                      | Establish and maintain a style appropriate to the writing task.                                                                                                                                                                                                                                                                                                  |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                                  |
| CATEGORY / CLUSTER / KEY IDEA           |                                                                                | 11th-12th Grade Writing Standards   11-12W                                                                                                                                                                                                                                                                                                                       |
| STANDARD / CONCEPTUAL UNDERSTANDING     |                                                                                | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / CONTENT SPECIFICATION     | 11-12W7:                                                                       | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                                  |
| CATEGORY / CLUSTER / KEY IDEA           |                                                                                | 11th-12th Grade Speaking and Listening Standards   11-12SL                                                                                                                                                                                                                                                                                                       |
| STANDARD / CONCEPTUAL UNDERSTANDING     |                                                                                | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / CONTENT SPECIFICATION     | 11-12SL1:                                                                      | Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.                                                                                                                                                   |

|                                                                                                                |                |                                                                                                                                                                                               |
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| GRADE<br>EXPECTATION                                                                                           | 11-<br>12SL1a: | Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.   |
| GRADE<br>EXPECTATION                                                                                           | 11-<br>12SL1b: | Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.                                                 |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>                                                            |                |                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                                                                            |                | 11th-12th Grade Language Standards   11-12L                                                                                                                                                   |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG                                                                  |                | Conventions of Academic English/Language for Learning (Appendix A)                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION                                                                      | 11-12L1:       | Core Conventions Skills for Grades 9-12:                                                                                                                                                      |
| GRADE<br>EXPECTATION                                                                                           | 11-<br>12L1:1  | Use parallel structure.                                                                                                                                                                       |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>                                                            |                |                                                                                                                                                                                               |
| <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                |                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                                                                            |                | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG                                                                  |                | Text Types and Purposes                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION                                                                      | 3              | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                             |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>                                                            |                |                                                                                                                                                                                               |
| <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                |                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                                                                            |                | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                        |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG                                                                  |                | Integration of Knowledge and Ideas                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION                                                                      | RST7:          | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>                                                            |                |                                                                                                                                                                                               |
| <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                |                                                                                                                                                                                               |

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| CATEGORY / CLUSTER / KEY IDEA       |        | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12 |
| STANDARD / CONCEPTUAL UNDERSTANDING |        | Text Types and Purposes                                                                         |
| EXPECTATION / CONTENT SPECIFICATION | WHST1: | Write arguments focused on discipline-specific content.                                         |

GRADE  
EXPECTATION

WHST1c:

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**STRAND /  
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UNIFYING  
THEME**

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

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

GRADE  
EXPECTATION

WHST2c:

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

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UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

WHST6:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

**New York P-12 Learning Standards**

**Language Arts**

Grade 11 - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |   | English Language Arts Anchor Standards                                                                                                                                                 |
|-------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |   | Writing Anchor Standards                                                                                                                                                               |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |   | Text Types and Purposes                                                                                                                                                                |
| GRADE<br>EXPECTATION                      | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

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

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

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

|                      |   |                                                                                                                       |
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| GRADE<br>EXPECTATION | 2 | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). |
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| GRADE<br>EXPECTATION | 3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
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THEME**

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

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

|                                            |                                                                                |                                                                                                                                                                                                                 |
|--------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE EXPECTATION                          | 4                                                                              | Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. |
| <b>STRAND / DOMAIN / UNIFYING THEME</b>    | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                 |
| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |                                                                                | <b>English Language Arts Anchor Standards</b>                                                                                                                                                                   |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> |                                                                                | <b>Language Anchor Standards</b>                                                                                                                                                                                |
| <b>EXPECTATION / CONTENT SPECIFICATION</b> |                                                                                | <b>Knowledge of Language</b>                                                                                                                                                                                    |

|                                         |                                                                                |                                                                                                                                                                                                 |
|-----------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE EXPECTATION                       | 3                                                                              | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                 |

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| <b>CATEGORY / CLUSTER / KEY IDEA</b>       |                 | <b>11th-12th Grade Writing Standards   11-12W</b>                                                                                                                                                        |
| <b>STANDARD / CONCEPTUAL UNDERSTANDING</b> |                 | <b>Text Types and Purposes</b>                                                                                                                                                                           |
| <b>EXPECTATION / CONTENT SPECIFICATION</b> | <b>11-12W2:</b> | <b>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.</b> |

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |  | <b>11th-12th Grade Writing Standards   11-12W</b> |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |  | <b>Research to Build and Present Knowledge</b>    |

EXPECTATION /  
CONTENT  
SPECIFICATION

11-12W7:

Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |                  | <b>11th-12th Grade Speaking and Listening Standards   11-12SL</b>                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12SL1:</b> | <b>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.</b> |

GRADE  
EXPECTATION

11-12SL1a:

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

GRADE  
EXPECTATION

11-12SL1b:

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

GRADE  
EXPECTATION

11-12SL1d:

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

GRADE  
EXPECTATION

11-12L1:1

Use parallel structure.

|                                                     |                                                                                                                |                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION                                | 11-<br>12L1:4                                                                                                  | Resolve issues of complex or contested usage, consulting references as needed.                                                                                                                                                                                                                                                |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b>                                 |                                                                                                                                                                                                                                                                                                                               |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>11th-12th Grade Language Standards   11-12L</b>                                                                                                                                                                                                                                                                            |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 11-12L6:                                                                                                       | Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                               |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>Literacy 6-12 Anchor Standards for Writing</b>                                                                                                                                                                                                                                                                             |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION           | 3                                                                                                              | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                                                                                                                                                             |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                               |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12</b>                                                                                                                                                                                                                                                         |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH1:                                                                                                           | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.                                                                                                                                           |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                               |

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

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |        | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12 |
|-------------------------------------------|--------|-------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |        | Text Types and Purposes                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST1: | Write arguments focused on discipline-specific content.                                         |

|                      |         |                                                                                                                                                                                                                                                     |
|----------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | WHST1c: | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

|                      |         |                                                                                                                          |
|----------------------|---------|--------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | WHST2a: | Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole. |
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|                      |         |                                                                                                                                                                                                                                   |
|----------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | WHST2b: | Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. |
|----------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                      |         |                                                                                                                                                                                         |
|----------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | WHST2c: | Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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|                                               |                                                                                                         |                                                                                                                                                                                                                 |
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| GRADE<br>EXPECTATION                          | WHST2d:                                                                                                 | Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience. |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                 |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |                                                                                                         | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                                                                                                                 |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |                                                                                                         | Text Types and Purposes                                                                                                                                                                                         |

|                                               |                                                                                                         |                                                                                                                     |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION     | WHST3:                                                                                                  | Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                     |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |                                                                                                         | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                     |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |                                                                                                         | Research to Build and Present Knowledge                                                                             |

|                                           |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST6: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## New York P-12 Learning Standards

### Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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

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

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

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

|                      |   |                                                                                                                                                                                             |
|----------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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**New York State Next Generation English Language Arts Learning Standards**

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

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| GRADE<br>EXPECTATION | 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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| GRADE<br>EXPECTATION | 3 | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
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|                      |   |                                                                                                                                                     |
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| GRADE<br>EXPECTATION | 4 | Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences. |
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**New York State Next Generation English Language Arts Learning Standards**

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

GRADE  
EXPECTATION

7

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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

GRADE  
EXPECTATION

1

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

GRADE  
EXPECTATION

2

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

GRADE  
EXPECTATION

3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

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

GRADE  
EXPECTATION

3

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

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

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

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| GRADE<br>EXPECTATION | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| GRADE<br>EXPECTATION | 6 | Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**STRAND /  
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UNIFYING  
THEME**

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

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

|                                           |          |                                                                                                                                                                                                                               |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12R2: | Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL) |
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|                                           |          |                                                                                                                                                                                                                                |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12R3: | In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) |
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DOMAIN /  
UNIFYING  
THEME**

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

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12R4: | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) |
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**New York State Next Generation English Language Arts Learning Standards**

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>            |                 | <b>11th-12th Grade Writing Standards   11-12W</b>                                                                                                                                                        |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDI<br/>NG</b> |                 | <b>Text Types and Purposes</b>                                                                                                                                                                           |
| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b>      | <b>11-12W2:</b> | <b>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.</b> |

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| GRADE<br>EXPECTATION | 11-<br>12W2a: | Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.                                                                                                                                                                  |
| GRADE<br>EXPECTATION | 11-<br>12W2b: | Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. |
| GRADE<br>EXPECTATION | 11-<br>12W2c: | Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.                                                                                                                                                                                           |
| GRADE<br>EXPECTATION | 11-<br>12W2d: | Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.                                                                                                                                       |
| GRADE<br>EXPECTATION | 11-<br>12W2e: | Provide a concluding statement or section that explains the significance of the information presented.                                                                                                                                                                                                                |
| GRADE<br>EXPECTATION | 11-<br>12W2f: | Establish and maintain a style appropriate to the writing task.                                                                                                                                                                                                                                                       |

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UNIFYING  
THEME**

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

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

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

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

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>            |  | <b>11th-12th Grade Writing Standards   11-12W</b> |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDI<br/>NG</b> |  | <b>Research to Build and Present Knowledge</b>    |

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| EXPECTATION / CONTENT SPECIFICATION | 11-12W6: | Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. |
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| EXPECTATION / CONTENT SPECIFICATION | 11-12W7: | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. |
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**STRAND / DOMAIN / UNIFYING THEME**

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

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

**STRAND / DOMAIN / UNIFYING THEME**

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

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| CATEGORY / CLUSTER / KEY IDEA       |           | 11th-12th Grade Language Standards   11-12L                                    |
| STANDARD / CONCEPTUAL UNDERSTANDING |           | Conventions of Academic English/Language for Learning (Appendix A)             |
| EXPECTATION / CONTENT SPECIFICATION | 11-12L1:  | Core Conventions Skills for Grades 9-12:                                       |
| GRADE EXPECTATION                   | 11-12L1:1 | Use parallel structure.                                                        |
| GRADE EXPECTATION                   | 11-12L1:4 | Resolve issues of complex or contested usage, consulting references as needed. |

**STRAND / DOMAIN / UNIFYING THEME**

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

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

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| GRADE EXPECTATION | 11-12L4a: | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| GRADE EXPECTATION | 11-12L4d: | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STRAND / DOMAIN / UNIFYING THEME**

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

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

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

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

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

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

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

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

|                                           |   |                                                                                                                                                                                        |
|-------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 3 | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences. |
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|                                           |   |                                                                                                                                             |
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| EXPECTATION /<br>CONTENT<br>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 /<br>CLUSTER / KEY<br>IDEA       |  | Literacy 6-12 Anchor Standards for Writing |
|-------------------------------------------|--|--------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Research to Build and Present Knowledge    |

|                                           |   |                                                                                                                                                                                                                                                                                     |
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| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 7 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |      | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                      |
|-------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |      | Key Ideas and Details                                                                                                                                                               |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH1: | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.        |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH3: | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.      |

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |      | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                                                     |
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| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |      | Craft and Structure                                                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH4: | Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH5: | Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH6: | Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.                                                                                                  |

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12 |
|-------------------------------------------|--|----------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Integration of Knowledge and Ideas                             |

|                                                     |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                           |
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| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH7:                                                                                                           | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.                                                                                                                                                                                    |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH9:                                                                                                           | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources                                                                                                                                                                                                                             |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                                                | Key Ideas and Details                                                                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST1:                                                                                                          | Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.                                                                                                                          |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST2:                                                                                                          | Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.                                                                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST3:                                                                                                          | Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.                                                                                                                                                                          |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                                                | Craft and Structure                                                                                                                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST4:                                                                                                          | Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.                                                                                                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST6:                                                                                                          | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                           |

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

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

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |        | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12 |
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| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |        | Text Types and Purposes                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST1: | Write arguments focused on discipline-specific content.                                         |

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| GRADE<br>EXPECTATION | WHST1c: | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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| GRADE<br>EXPECTATION | WHST2a: | Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole. |
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| GRADE<br>EXPECTATION | WHST2b: | Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| GRADE<br>EXPECTATION | WHST2c: | Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| GRADE<br>EXPECTATION                                                                                                                                   | WHST2d: | Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.                                                                                                                                                                                                                                                                                                   |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CATEGORY / CLUSTER / KEY IDEA                                                                                                                          |         | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                                                                                                                   |
| STANDARD / CONCEPTUAL UNDERSTANDING                                                                                                                    |         | Text Types and Purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| EXPECTATION / CONTENT SPECIFICATION                                                                                                                    | WHST3:  | Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.                                                                                                                                                                                                                                                                                                                                                                                               |
| EXPECTATION / CONTENT SPECIFICATION                                                                                                                    | WHST4:  | Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CATEGORY / CLUSTER / KEY IDEA                                                                                                                          |         | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                                                                                                                   |
| STANDARD / CONCEPTUAL UNDERSTANDING                                                                                                                    |         | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| EXPECTATION / CONTENT SPECIFICATION                                                                                                                    | WHST5:  | Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                                                                                                                                                                            |
| EXPECTATION / CONTENT SPECIFICATION                                                                                                                    | WHST6:  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| EXPECTATION / CONTENT SPECIFICATION                                                                                                                    | WHST7:  | Draw evidence from informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <div> Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84 </div>                                                                     |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## New York P-12 Learning Standards

### Language Arts

Grade 11 - Adopted: 2017/Effective 2020

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THEME**

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

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

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| GRADE<br>EXPECTATION | 3 | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
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| GRADE<br>EXPECTATION | 5 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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**New York State Next Generation English Language Arts Learning Standards**

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

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| GRADE<br>EXPECTATION | 6 | Conduct research based on focused questions to demonstrate understanding of the subject under investigation. |
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| GRADE<br>EXPECTATION | 7 | Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism |
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**New York State Next Generation English Language Arts Learning Standards**

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

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| GRADE<br>EXPECTATION | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. |
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| GRADE<br>EXPECTATION                                | 2                                                                              | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).                                                                                                                                                                                                                                                          |
| GRADE<br>EXPECTATION                                | 3                                                                              | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.                                                                                                                                                                                                                                                                                               |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                | English Language Arts Anchor Standards                                                                                                                                                                                                                                                                                                                                         |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                | Speaking and Listening Anchor Standards                                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           |                                                                                | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                                                                                            |
| GRADE<br>EXPECTATION                                | 5                                                                              | Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.                                                                                                                                                                                                                                                     |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                | English Language Arts Anchor Standards                                                                                                                                                                                                                                                                                                                                         |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                | Language Anchor Standards                                                                                                                                                                                                                                                                                                                                                      |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           |                                                                                | Knowledge of Language                                                                                                                                                                                                                                                                                                                                                          |
| GRADE<br>EXPECTATION                                | 3                                                                              | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                                                                |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                | 11th-12th Grade Reading Standards (Literary and Informational Text)   11-12R                                                                                                                                                                                                                                                                                                   |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                                                             |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 11-12R7:                                                                       | In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI) |

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

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |                 | <b>11th-12th Grade Writing Standards   11-12W</b>                                                                                                                                                        |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |                 | <b>Text Types and Purposes</b>                                                                                                                                                                           |
| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12W2:</b> | <b>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.</b> |

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| <b>GRADE<br/>EXPECTATION</b> | <b>11-<br/>12W2b:</b> | Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. |
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**New York State Next Generation English Language Arts Learning Standards**

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |  | <b>11th-12th Grade Writing Standards   11-12W</b> |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |  | <b>Research to Build and Present Knowledge</b>    |

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| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12W6:</b> | Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. |
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| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12W7:</b> | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. |
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**New York State Next Generation English Language Arts Learning Standards**

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |                       | <b>11th-12th Grade Speaking and Listening Standards   11-12SL</b>                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |                       | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-<br/>12SL1:</b> | <b>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.</b> |

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| <b>GRADE<br/>EXPECTATION</b> | <b>11-<br/>12SL1a:</b> | 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<br>EXPECTATION                                                                                                                                   | 11-<br>12SL1b: | Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.                                                                                                                                       |
| GRADE<br>EXPECTATION                                                                                                                                   | 11-<br>12SL1d: | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.    |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                |                                                                                                                                                                                                                                                                                     |
| CATEGORY / CLUSTER / KEY IDEA                                                                                                                          |                | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                                                                                                          |
| STANDARD / CONCEPTUAL UNDERSTANDING                                                                                                                    |                | Text Types and Purposes                                                                                                                                                                                                                                                             |
| EXPECTATION / CONTENT SPECIFICATION                                                                                                                    | 3              | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                                                                                                                   |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                |                                                                                                                                                                                                                                                                                     |
| CATEGORY / CLUSTER / KEY IDEA                                                                                                                          |                | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                                                                                                          |
| STANDARD / CONCEPTUAL UNDERSTANDING                                                                                                                    |                | Research to Build and Present Knowledge                                                                                                                                                                                                                                             |
| EXPECTATION / CONTENT SPECIFICATION                                                                                                                    | 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.                                                                                                                                                                                   |
| <b>STRAND / DOMAIN / UNIFYING THEME</b> <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                |                                                                                                                                                                                                                                                                                     |
| CATEGORY / CLUSTER / KEY IDEA                                                                                                                          |                | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                                                                                                      |
| STANDARD / CONCEPTUAL UNDERSTANDING                                                                                                                    |                | Key Ideas and Details                                                                                                                                                                                                                                                               |

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

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UNIFYING  
THEME**

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

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |      | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                                                     |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |      | Craft and Structure                                                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH4: | Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH5: | Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH6: | Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.                                                                                                  |

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DOMAIN /  
UNIFYING  
THEME**

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

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |      | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                         |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |      | Integration of Knowledge and Ideas                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH7: | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH8: | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.                                                                                       |

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RH9:                                                                                                    | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources                                                                                                                                                                                                                             |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Key Ideas and Details                                                                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST2:                                                                                                   | Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.                                                                                                                                                                                                            |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Craft and Structure                                                                                                                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST6:                                                                                                   | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST7:                                                                                                   | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.                                                                                                                                                                                             |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST8:                                                                                                   | Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.                                                                                                                                                                                             |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                                                                                           |

| CATEGORY / CLUSTER / KEY IDEA       |        | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / CONCEPTUAL UNDERSTANDING |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| EXPECTATION / CONTENT SPECIFICATION | WHST5: | Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                                                                                                                                                                            |
| EXPECTATION / CONTENT SPECIFICATION | WHST6: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| EXPECTATION / CONTENT SPECIFICATION | WHST7: | Draw evidence from informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                                                                                                                                                                                                             |

Week 10: Thesis Statement; Abstract, p. 84-98

## New York P-12 Learning Standards

### Language Arts

Grade 11 - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

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

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

#### STRAND / DOMAIN / UNIFYING THEME

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

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

|                      |   |                                                                                                                                                                           |
|----------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | 7 | Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism |
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**STRAND /  
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THEME**

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

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

|                      |   |                                                                                                                                                                                     |
|----------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. |
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|                      |   |                                                                                                                       |
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| GRADE<br>EXPECTATION | 2 | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). |
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| GRADE<br>EXPECTATION | 3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
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**New York State Next Generation English Language Arts Learning Standards**

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

|                      |   |                                                                                                                                                                                                 |
|----------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION | 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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**STRAND /  
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THEME**

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

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|-------------------------------------|--|--------------------------------------------|
| CATEGORY /<br>CLUSTER / KEY<br>IDEA |  | 11th-12th Grade Writing Standards   11-12W |
|-------------------------------------|--|--------------------------------------------|

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

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THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |          | 11th-12th Grade Writing Standards   11-12W                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12W6: | Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.                                                                                                                                  |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12W7: | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. |

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DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | 11th-12th Grade Speaking and Listening Standards   11-12SL |
|-------------------------------------------|--|------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Comprehension and Collaboration                            |

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

**STRAND / DOMAIN / UNIFYING THEME**

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

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|-------------------------------------|-----------|--------------------------------------------------------------------------------|
| CATEGORY / CLUSTER / KEY IDEA       |           | 11th-12th Grade Language Standards   11-12L                                    |
| STANDARD / CONCEPTUAL UNDERSTANDING |           | Conventions of Academic English/Language for Learning (Appendix A)             |
| EXPECTATION / CONTENT SPECIFICATION | 11-12L1:  | Core Conventions Skills for Grades 9-12:                                       |
| GRADE EXPECTATION                   | 11-12L1:1 | Use parallel structure.                                                        |
| GRADE EXPECTATION                   | 11-12L1:4 | Resolve issues of complex or contested usage, consulting references as needed. |

**STRAND / DOMAIN / UNIFYING THEME**

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

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|-------------------------------------|-----------|--------------------------------------------------------------------------|
| CATEGORY / CLUSTER / KEY IDEA       |           | 11th-12th Grade Language Standards   11-12L                              |
| STANDARD / CONCEPTUAL UNDERSTANDING |           | Conventions of Academic English/Language for Learning (Appendix A)       |
| EXPECTATION / CONTENT SPECIFICATION | 11-12L2:  | Core Punctuation and Spelling Skills for Grades 9-12:                    |
| GRADE EXPECTATION                   | 11-12L2:2 | Use a semicolon to link two or more closely related independent clauses. |

**STRAND / DOMAIN / UNIFYING THEME**

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

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| CATEGORY / CLUSTER / KEY IDEA |  | 11th-12th Grade Language Standards   11-12L |
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|-------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12L6:                                                                                                | Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Text Types and Purposes                                                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 3                                                                                                       | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                                                                                                                                                             |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 5                                                                                                       | Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.                                                                                                                                                                                  |
| EXPECTATION /<br>CONTENT<br>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 /<br>DOMAIN /<br>UNIFYING<br>THEME | Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards |                                                                                                                                                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |                                                                                                         | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                                                                                                                                                |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |                                                                                                         | Key Ideas and Details                                                                                                                                                                                                                                                                                                         |

|                                                     |                                                                                                                |                                                                                                                                                                                                        |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH1:                                                                                                           | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.                    |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH2:                                                                                                           | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.                           |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                        |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                         |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                                                | Craft and Structure                                                                                                                                                                                    |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH6:                                                                                                           | Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.                                                                      |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                        |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12                                                                                                                                         |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                                                | Integration of Knowledge and Ideas                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH7:                                                                                                           | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH9:                                                                                                           | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources                                          |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                        |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12                                                                                                                                 |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           |                                                                                                                | Key Ideas and Details                                                                                                                                                                                  |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST2:                                                                                                          | Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.                         |

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

RST6:

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

RST7:

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

EXPECTATION /  
CONTENT  
SPECIFICATION

RST8:

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |        | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12 |
|-------------------------------------------|--------|-------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |        | Text Types and Purposes                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST1: | Write arguments focused on discipline-specific content.                                         |

GRADE  
EXPECTATION

WHST1c:

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

|                   |         |                                                                                                                                                                                                                                   |
|-------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE EXPECTATION | WHST2a: | Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.                                                                                                          |
| GRADE EXPECTATION | WHST2b: | Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. |
| GRADE EXPECTATION | WHST2c: | Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                                           |
| GRADE EXPECTATION | WHST2d: | Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.                   |

**STRAND / DOMAIN / UNIFYING THEME**

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

| CATEGORY / CLUSTER / KEY IDEA       |        | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12                     |
|-------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------|
| STANDARD / CONCEPTUAL 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 11-12                                                                                                                                                                                                                        |
|-------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD / CONCEPTUAL UNDERSTANDING |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                |
| EXPECTATION / CONTENT SPECIFICATION | WHST5: | Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

|                                           |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST6: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST7: | Draw evidence from informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                                                                                                                                                                                                             |

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

## New York P-12 Learning Standards

### Language Arts

Grade 11 - Adopted: 2017/Effective 2020

#### STRAND / DOMAIN / UNIFYING THEME

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

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

#### STRAND / DOMAIN / UNIFYING THEME

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

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

|                                               |                                                                         |                                                                                                                                                                                             |
|-----------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE<br>EXPECTATION                          | 4                                                                       | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | New York State Next Generation English Language Arts Learning Standards |                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |                                                                         | English Language Arts Anchor Standards                                                                                                                                                      |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |                                                                         | Writing Anchor Standards                                                                                                                                                                    |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION     |                                                                         | Text Types and Purposes                                                                                                                                                                     |
| GRADE<br>EXPECTATION                          | 2                                                                       | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| GRADE<br>EXPECTATION                          | 3                                                                       | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.                                    |
| GRADE<br>EXPECTATION                          | 5                                                                       | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                           |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | New York State Next Generation English Language Arts Learning Standards |                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |                                                                         | English Language Arts Anchor Standards                                                                                                                                                      |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG |                                                                         | Speaking and Listening Anchor Standards                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION     |                                                                         | Comprehension and Collaboration                                                                                                                                                             |
| GRADE<br>EXPECTATION                          | 1                                                                       | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.         |
| GRADE<br>EXPECTATION                          | 2                                                                       | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).                                                                       |
| GRADE<br>EXPECTATION                          | 3                                                                       | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.                                                                                                            |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | New York State Next Generation English Language Arts Learning Standards |                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA           |                                                                         | English Language Arts Anchor Standards                                                                                                                                                      |

|                                           |  |                           |
|-------------------------------------------|--|---------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Language Anchor Standards |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION |  | Knowledge of Language     |

GRADE  
EXPECTATION

3

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

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

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

GRADE  
EXPECTATION

4

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

GRADE  
EXPECTATION

6

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

EXPECTATION /  
CONTENT  
SPECIFICATION

11-12R2:

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

EXPECTATION /  
CONTENT  
SPECIFICATION

11-12R3:

In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

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

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UNIFYING  
THEME**

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

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

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

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

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

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |  | <b>11th-12th Grade Writing Standards   11-12W</b> |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |  | <b>Research to Build and Present Knowledge</b>    |

|                                                    |                 |                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12W7:</b> | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. |
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |                  | <b>11th-12th Grade Speaking and Listening Standards   11-12SL</b>                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-12SL1:</b> | <b>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.</b> |

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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12SL1a:</b> | Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas. |
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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12SL1b:</b> | 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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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12SL1d:</b> | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

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

|                              |                  |                         |
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| <b>GRADE<br/>EXPECTATION</b> | <b>11-12L1.1</b> | Use parallel structure. |
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| GRADE<br>EXPECTATION                                                                                           | 11-<br>12L1:4 | Resolve issues of complex or contested usage, consulting references as needed.                                                                                                                                                                                                                                                |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>                                                            |               |                                                                                                                                                                                                                                                                                                                               |
| <b>New York State Next Generation English Language Arts Learning Standards</b>                                 |               |                                                                                                                                                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                                                                            |               | 11th-12th Grade Language Standards   11-12L                                                                                                                                                                                                                                                                                   |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING                                                                      |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION                                                                      | 11-12L4:      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.                                                                                                                                                                                             |
| GRADE<br>EXPECTATION                                                                                           | 11-<br>12L4a: | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                                                                                                          |
| GRADE<br>EXPECTATION                                                                                           | 11-<br>12L4d: | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                                                                                                               |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>                                                            |               |                                                                                                                                                                                                                                                                                                                               |
| <b>New York State Next Generation English Language Arts Learning Standards</b>                                 |               |                                                                                                                                                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                                                                            |               | 11th-12th Grade Language Standards   11-12L                                                                                                                                                                                                                                                                                   |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING                                                                      |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION                                                                      | 11-12L6:      | Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b>                                                            |               |                                                                                                                                                                                                                                                                                                                               |
| <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |               |                                                                                                                                                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                                                                            |               | Literacy 6-12 Anchor Standards for Reading                                                                                                                                                                                                                                                                                    |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING                                                                      |               | Key Ideas and Details                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION           | 3                                                                                                              | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                          |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | Literacy 6-12 Anchor Standards for Reading                                                                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG       |                                                                                                                | Craft and Structure                                                                                                                                                                         |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 4                                                                                                              | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG       |                                                                                                                | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION           | 3                                                                                                              | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                           |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                             |
| CATEGORY /<br>CLUSTER / KEY<br>IDEA                 |                                                                                                                | Literacy 6-12 Anchor Standards for Writing                                                                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG       |                                                                                                                | Research to Build and Present Knowledge                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 7                                                                                                              | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                           |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                             |

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

EXPECTATION / CONTENT SPECIFICATION

RH1:

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

**STRAND / DOMAIN / UNIFYING THEME**

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

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

EXPECTATION / CONTENT SPECIFICATION

RST7:

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

EXPECTATION / CONTENT SPECIFICATION

RST8:

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

**STRAND / DOMAIN / UNIFYING THEME**

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

|                                     |        |                                                                                                 |
|-------------------------------------|--------|-------------------------------------------------------------------------------------------------|
| CATEGORY / CLUSTER / KEY IDEA       |        | WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12 |
| STANDARD / CONCEPTUAL UNDERSTANDING |        | Text Types and Purposes                                                                         |
| EXPECTATION / CONTENT SPECIFICATION | WHST1: | Write arguments focused on discipline-specific content.                                         |

GRADE EXPECTATION

WHST1c:

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**STRAND / DOMAIN / UNIFYING THEME**

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

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

|                                            |               |                                                                                                                                                                                                                                   |
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| <b>EXPECTATION / CONTENT SPECIFICATION</b> | <b>WHST2:</b> | <b>Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.</b>                                             |
| GRADE EXPECTATION                          | WHST2a:       | Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.                                                                                                          |
| GRADE EXPECTATION                          | WHST2b:       | Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. |
| GRADE EXPECTATION                          | WHST2c:       | Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                                           |
| GRADE EXPECTATION                          | WHST2d:       | Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.                   |

**STRAND / DOMAIN / UNIFYING THEME**

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

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

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

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

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

|                                     |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| EXPECTATION / CONTENT SPECIFICATION | WHST6: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

**New York P-12 Learning Standards**

**Language Arts**

Grade 11 - Adopted: 2017/Effective 2020

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

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

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| GRADE EXPECTATION | 4 | Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences. |
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**New York State Next Generation English Language Arts Learning Standards**

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

|                   |   |                                                                                                                                                                                     |
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| GRADE EXPECTATION | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. |
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| GRADE EXPECTATION | 2 | Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). |
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|                   |   |                                                                                  |
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| GRADE EXPECTATION | 3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

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

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

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

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

|                                                     |                                                                                |                                                                                                                                                                                                                                                                                                                                                         |
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| GRADE<br>EXPECTATION                                | 4                                                                              | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                                 |
| GRADE<br>EXPECTATION                                | 6                                                                              | Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.                                                        |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                         |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                | <b>11th-12th Grade Reading Standards (Literary and Informational Text)   11-12R</b>                                                                                                                                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 11-12R2:                                                                       | Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)                                                                                                                           |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                         |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                | <b>11th-12th Grade Reading Standards (Literary and Informational Text)   11-12R</b>                                                                                                                                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                              |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 11-12R4:                                                                       | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>New York State Next Generation English Language Arts Learning Standards</b> |                                                                                                                                                                                                                                                                                                                                                         |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                | <b>11th-12th Grade Writing Standards   11-12W</b>                                                                                                                                                                                                                                                                                                       |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 11-12W2:                                                                       | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                                                                                                                       |
| GRADE<br>EXPECTATION                                | 11-<br>12W2f:                                                                  | Establish and maintain a style appropriate to the writing task.                                                                                                                                                                                                                                                                                         |

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UNIFYING  
THEME**

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

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

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| GRADE<br>EXPECTATION | 11-<br>12W3d: | 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<br>EXPECTATION | 11-<br>12W3e: | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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THEME**

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

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | 11-12W5: | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable. |
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**New York State Next Generation English Language Arts Learning Standards**

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| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>       |                       | <b>11th-12th Grade Speaking and Listening Standards   11-12SL</b>                                                                                                                                                     |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b> |                       | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| <b>EXPECTATION /<br/>CONTENT<br/>SPECIFICATION</b> | <b>11-<br/>12SL1:</b> | <b>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.</b> |

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| GRADE<br>EXPECTATION | 11-<br>12SL1a: | Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| GRADE<br>EXPECTATION | 11-<br>12SL1b: | 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**

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

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

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UNIFYING  
THEME**

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

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

GRADE 11-12L4a:  
EXPECTATION 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 11-12L4d:  
EXPECTATION 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**

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

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

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UNIFYING  
THEME**

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

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

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| EXPECTATION /<br>CONTENT<br>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 /<br>CONTENT<br>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 /<br>CONTENT<br>SPECIFICATION | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
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DOMAIN /  
UNIFYING  
THEME**

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

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

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| EXPECTATION /<br>CONTENT<br>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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UNIFYING  
THEME**

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

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA       |  | Literacy 6-12 Anchor Standards for Reading |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING |  | Integration of Knowledge and Ideas         |

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| EXPECTATION /<br>CONTENT<br>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. |
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DOMAIN /  
UNIFYING  
THEME**

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

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| CATEGORY /<br>CLUSTER / KEY<br>IDEA |  | Literacy 6-12 Anchor Standards for Writing |
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| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Text Types and Purposes</b>                                                                                                                                                      |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 3                                                                                                              | Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.                                                   |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 4                                                                                                              | Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.                                         |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                     |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>Literacy 6-12 Anchor Standards for Writing</b>                                                                                                                                   |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Research to Build and Present Knowledge</b>                                                                                                                                      |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 7                                                                                                              | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                   |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                     |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12</b>                                                                                                               |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Key Ideas and Details</b>                                                                                                                                                        |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH1:                                                                                                           | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH2:                                                                                                           | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.        |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH3:                                                                                                           | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.      |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                     |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12</b>                                                                                                               |

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| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Craft and Structure</b>                                                                                                                                                                                                                                       |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH4:                                                                                                           | Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                               |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH5:                                                                                                           | Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.                                                              |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH6:                                                                                                           | Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.                                                                                                                                |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                  |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12</b>                                                                                                                                                                                            |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                        |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RH7:                                                                                                           | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.                                                           |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                  |
| <b>CATEGORY /<br/>CLUSTER / KEY<br/>IDEA</b>        |                                                                                                                | <b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12</b>                                                                                                                                                                                    |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  |                                                                                                                | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST1:                                                                                                          | Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST2:                                                                                                          | Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.                                                                                   |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | RST3:                                                                                                          | Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.                                                 |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b> |                                                                                                                                                                                                                                                                  |

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

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

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

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | RST7: | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

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

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

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| EXPECTATION /<br>CONTENT<br>SPECIFICATION | WHST4: | Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. |
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DOMAIN /  
UNIFYING  
THEME**

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

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

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EXPECTATION /  
CONTENT  
SPECIFICATION

WHST7:

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