Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: New York P-12 Learning Standards

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) | 7R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL

STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	7SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

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

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	8SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York P-12 Learning Standards

Language Arts

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

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

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**

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

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Reading Standards (Literary and Informational Text) | 8R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.

GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

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

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New York P-12 Learning Standards

Language Arts

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

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

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York P-12 Learning Standards

Language Arts

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

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

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**

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

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.

GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

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

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**

GRADE EXPECTATION	7W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	7L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**

EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
GRADE EXPECTATION	7L5b:	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
GRADE EXPECTATION	8L5b:	Use the relationship between particular words to better understand each of the words.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

New York P-12 Learning Standards

Language Arts

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

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

EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

New York P-12 Learning Standards

Language Arts

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

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

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

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

EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**		
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

New York P-12 Learning Standards

Language Arts

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

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

EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

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

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

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

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards | 8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

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

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 10: Unit 4 Summarizing a Reference, p. 89-96

New York P-12 Learning Standards

Language Arts

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

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

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

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

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

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

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) | 7R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

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

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**

GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**

GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
GRADE EXPECTATION	7L5b:	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
GRADE EXPECTATION	8L5b:	Use the relationship between particular words to better understand each of the words.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

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

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 11: Unit 4 Summarizing a Reference, p. 97-106

New York P-12 Learning Standards

Language Arts

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

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

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

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

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

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

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

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

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

EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

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

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**

EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 12: Unit 4 Summarizing a Reference, p. 107-119

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

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

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New York P-12 Learning Standards

Language Arts

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

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

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

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

GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

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

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

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

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) | 7R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

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

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York P-12 Learning Standards

Language Arts

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

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - 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	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**

EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - 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	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**

GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**

EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**

EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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New York P-12 Learning Standards

Language Arts

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE EXPECTATION	6W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - 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	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - 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	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST8:	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.

GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

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

GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

New York P-12 Learning Standards

Language Arts

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**

STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

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

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)

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

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards | 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards | 8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards | 8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards | 8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

New York P-12 Learning Standards

Language Arts

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.

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

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**

GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

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

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York P-12 Learning Standards

Language Arts

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

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

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	6SL4:	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

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

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

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

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	7SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Presentation of Knowledge and Ideas**
GRADE EXPECTATION	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	8SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson 21: Unit 7 Inventive Writing, p. 203-212

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards | 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

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

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

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

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

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

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

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York P-12 Learning Standards

Language Arts

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

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

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**

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

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Reading Standards (Literary and Informational Text) | 8R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.

GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

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

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

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

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New York P-12 Learning Standards

Language Arts

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

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

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

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

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

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

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

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

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

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

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

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards | 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards | 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards | 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Craft and Structure**
GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York P-12 Learning Standards

Language Arts

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

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

STANDARD / CONCEPTUAL UNDERSTANDING		**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**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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

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

GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - 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**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**

GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**

GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - 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**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	6R5:	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**

STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**6SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.**
GRADE EXPECTATION	6SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	6SL1b:	Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.

GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York P-12 Learning Standards

Language Arts

Grade **7** - 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.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

New York P-12 Learning Standards

Language Arts

Grade **8** - 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.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

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New York P-12 Learning Standards

Language Arts

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

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

EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.

GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**

EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

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

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - 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**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**

GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**

STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - 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**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,8 and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 259-268

New York P-12 Learning Standards

Language Arts

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

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

EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	6W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

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

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

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

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**

EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**6L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	6L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-274

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
EXPECTATION / CONTENT SPECIFICATION	6W7:	Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Speaking and Listening Standards | 6SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**

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

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

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

GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Reading Standards (Literary and Informational Text) | 7R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**

GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**

GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Reading Standards (Literary and Informational Text) | 8R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards | 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards | 8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-284

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**

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

GRADE EXPECTATION	6SL1d:	Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**6L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	6L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	6L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

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

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**

STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**

GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	7L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**

EXPECTATION / CONTENT SPECIFICATION	**7L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**

STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**8L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**

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

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-291

New York P-12 Learning Standards

Language Arts

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Reading Standards (Literary and Informational Text) | 6R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	6W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**6W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing**
GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**6th Grade Writing Standards | 6W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

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

CATEGORY / CLUSTER / KEY IDEA		**6th Grade Language Standards | 6L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**6L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	6L3a:	Vary sentence patterns for meaning, reader/listener interest, and style.
GRADE EXPECTATION	6L3b:	Maintain consistency in style and tone.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST1:**	**Write arguments focused on discipline-specific content.**
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **7** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**7W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.**
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

CATEGORY / CLUSTER / KEY IDEA		**7th Grade Writing Standards | 7W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Speaking and Listening Standards | 7SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**7SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**7L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

GRADE EXPECTATION	7L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**7th Grade Language Standards | 7L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Knowledge of Language**
EXPECTATION / CONTENT SPECIFICATION	**7L3:**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

New York P-12 Learning Standards

Language Arts

Grade **8** - Adopted: **2017/Effective 2020**

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

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Research to Build and Present Knowledge**
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W2:**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**8W3:**	**Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.**
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Writing Standards | 8W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Speaking and Listening Standards | 8SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**8SL1:**	**Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**8th Grade Language Standards | 8L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**8L1:**	**Core Conventions Skills for Grades 6-8:**
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Reading**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**Literacy 6-12 Anchor Standards for Writing**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**
CATEGORY / CLUSTER / KEY IDEA		**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	**WHST2:**	**Write informative/explanatory text focused on discipline-specific content.**
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.