

NYSED Prekindergarten ELA Crosswalk (2017)

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<p>In regards to the term “prompting and support” for prekindergarten, please note that the introduction to Prekindergarten states, “Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in prekindergarten, some students may require support to demonstrate skills.” Additional information is available in the introduction about how this applies to the standards.</p>		
PKRF1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. Recognize that letters are grouped to form words. Differentiate letters from numerals. 	<p>PKRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>PKRF1a: Recognize that words are read from left to right, top to bottom, and page to page.</p> <p>PKRF1b: Recognize that spoken words are represented in written language.</p> <p>PKRF1c: Understand that words are separated by spaces in print.</p> <p>PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p> <p>PKRF1e: Recognize that letters are grouped to form words.</p> <p>PKRF1f: Differentiate letters from numerals.</p> <p>PKRF1g: Identify front cover and back cover. (Previously included in PKR5)</p>
PKRF2	<p>Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Engage in language play (e.g. alliterative language, rhyming, sound patterns). Recognize and match words that rhyme. Demonstrate awareness of relationship between sounds and letters. With support and prompting, isolate and pronounce the initial sounds in words. 	<p>PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).</p> <p>PKRF2b: Begin to recognize individual syllables within spoken words (e.g., cup cake, base ball).</p> <p>PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g., the /m/ in map).</p>
PKRF3	<p>Demonstrate emergent phonics and word analysis skills.</p> <ol style="list-style-type: none"> With prompting and support, demonstrate one-to-one letter-sound 	<p>PKRF3: Demonstrate emergent phonics and word analysis skills.</p> <p>PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the</p>

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	<p>correspondence by producing the primary sound of some consonants.</p> <p>b. Recognizes own name and common signs and labels in the environment.</p>	<p>primary sound of some consonants.</p> <p>For PKRF3b (2011), see PKRF1d (2017): Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.</p>
PKRF4	Displays emergent reading behaviors with purpose and understanding (e.g. pretend reading).	PKRF4: Displays emergent reading behaviors with purpose and understanding.
PKR1	<p>RL: With prompting and support, ask and answer about detail(s) in a text.</p> <p>RI: With prompting and support, ask and answer questions about details in a text.</p>	PKR1: Participate in discussions about a text. (RI&RL)
PKR2	<p>RL: With prompting and support, retell familiar stories.</p> <p>RI: With prompting and support, retell detail(s) in a text.</p>	PKR2: Retell stories or share information from a text. (RI&RL)
PKR3	<p>RL: With prompting and support, ask and answer questions about characters and major events in a story.</p> <p>RI: With prompting and support, describe the connection between two events or pieces of information in a text.</p>	PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)
PKR4	<p>RL: Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</p> <p>RI: Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</p>	PKR4: Exhibit an interest in learning new vocabulary. (RI&RL)
PKR5	<p>RL: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p>RI: Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p>	PKR5: Interact with a variety of genres . (RI&RL)
PKR6	RL: With prompting and support, can describe the role of an author and illustrator.	PKR6: Describe the role of an author and illustrator. (RI&RL)

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	RI: With prompting and support, can describe the role of an author and illustrator.	
PKR7	<p>RL: With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p>RI: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts).</p>	PKR7: Describe the relationship between illustrations and the text. (RI&RL)
PKR8	<p>RL: Not applicable to literature</p> <p>RI: Not applicable to prekindergarten.</p>	R8: Begins in kindergarten.
PKR9	<p>RL: With prompting and support, students will compare and contrast two stories relating to the same topic.</p> <p>a. With prompting and support, students will make cultural connections to text and self.</p> <p>RI: With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).</p>	<p>Omitted. See PKR9 (2017 Standards) below for connections between texts.</p> <p>PKR9: Make connections between self, text, and the world. (RI&RL)</p>
PKR10	<p>RL: Actively engage in group reading activities with purpose and understanding.</p> <p>RI: With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	Please see the “Range of Student Reading Experiences for Prekindergarten” section included in the introduction to the Prekindergarten Standards.
PKR11	<p>RL: With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p> <p>RI: Not applicable to Reading for Information Standard</p>	PKR9: Make connections between self, text, and the world. (RI&RL)

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PKW1	With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)	PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.
PKW2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.
PKW3	With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.
PKW4	Not applicable to prekindergarten (begins in grade 3).	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
PKW5	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	
PKW6	With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	
PKW7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
PKW8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	PKW7: Engage in a discussion using gathered information from experiences or provided resources.
PKW9	Not applicable to prekindergarten (begins in grade 4).	PKW5: Begins in Grade 4.
PKW10	Not applicable to prekindergarten (begins in grade 3).	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
PKW11	Create and present a poem, dramatization, art work, or personal response to a	PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, art

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	particular author or theme studied in class, with prompting and support as needed.	work, or poem).
PKSL1	<p>With guidance and support, participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Engage in extended conversations.</p> <p>c. Communicate with individuals from different cultural backgrounds.</p>	<p>PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <p>PKSL1b: Participate in conversations through multiple exchanges.</p> <p>PKSL1c: Consider individual differences when communicating with others.</p>
PKSL2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	PKSL2: Interact with diverse formats and texts.
PKSL3	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	PKSL3: Identify the speaker.
PKSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	PKSL4: Describe familiar people, places, things, and events.
PKSL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	KSL5: Create a visual display.
PKSL6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.	PKSL6: Express thoughts, feelings, and ideas.
PKL1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. (e.g. letters in their name)</p> <p>b. Use frequently occurring nouns and verbs (orally).</p> <p>c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the</p>

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	<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. With guidance and support, produce and expand complete sentences in shared language activities.</p>	<p>standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>
PKL2	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Capitalize the first letter in their name.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
PKL3	<p>Use knowledge of language and how language functions in different contexts.</p>	<p>Begins in grade 2</p>
PKL4	<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on prekindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.</p>
PKL5	<p>With guidance and support, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories</p>	<p>PKL5: Explore and discuss word relationships and word meanings.</p> <p>PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>PKL5b: Demonstrate understanding of</p>

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	<p>represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., <i>up, down, stop, go, in out</i>).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>frequently occurring words by relating them to their opposites (e.g., <i>hot/cold</i>).</p> <p>PKL5c: Use words to identify and describe the world around them.</p>
PKL6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.

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KRF1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>KRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p> <p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>KRF1c: Understand that words are separated by spaces in print.</p> <p>KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>KRF1e: Identify the front cover, back cover, and title page of a book. Note: This connects to PKRF1g, but includes “title page of a book” in Kindergarten.</p>
KRF2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/-.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>KRF2a: Recognize and produce spoken rhyming words.</p> <p>KRF2b: Blend and segment syllables in spoken words.</p> <p>KRF2c: Blend and segment onsets and rimes of spoken words.</p> <p>KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.</p> <p>KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.</p>
KRF3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, 	<p>KRF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p>KRF3b: Decode short vowel sounds with common spellings.</p> <p>KRF3d: Read common high-frequency words by sight words.</p> <p>KRF3c: Decode some regularly spelled one-syllable words.</p>

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	are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
KRF4	Read emergent-reader texts with purpose and understanding.	KRF4: Read or explore emergent-reader texts with sufficient accuracy to support comprehension.
KR1	RL: With prompting and support, ask and answer questions about key details in a text. RI: With prompting and support, ask and answer questions about key details in a text.	KR1: Develop and answer questions about a text. (RI&RL)
KR2	RL: With prompting and support, retell familiar stories, including key details. RI: With prompting and support, identify the main topic and retell key details in a text.	KR2: Retell stories or share key details from a text. (RI&RL)
KR3	RL: With prompting and support, identify characters, settings, and major events in a story. RI: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
KR4	RL: Ask and answer questions about unknown words in a text. RI: With prompting and support, ask and answer questions about unknown words in a text.	KR4: Identify specific words that express feelings and senses. (RI&RL)
KR5	RL: Recognize common types of texts (e.g., storybooks, poems). RI: Identify the front cover, back cover, and title page of a book.	KR5: Identify literary and informational texts. (RI&RL)
KR6	RL: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RI: Name the author and illustrator of a text	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)

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	and define the role of each in presenting the ideas or information in a text.	
KR7	<p>RL: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in a text an illustration depicts).</p>	KR7: Describe the relationship between illustrations and the text. (RI&RL)
KR8	<p>RL: (Not applicable to literature)</p> <p>RI: With prompting and support, identify the reasons an author gives to support points in a text.</p>	KR8: Identify specific information to support ideas in a text. (RI&RL)
KR9	<p>RL: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>a. With prompting and support, students will make cultural connections to text and self.</p> <p>RI: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	Omitted. See KR9 (2017) for connections between texts. KR9: Make connections between self, text, and the world. (RI/RL)
KR10	<p>RL: Actively engage in group reading activities with purpose and understanding.</p> <p>RI: Actively engage in group reading activities with purpose and understanding.</p>	Please see the “Range of Student Reading Experiences for Kindergarten” section included in the introduction to the Kindergarten Standards.
KR11	<p>RL: With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p> <p>RI: Not applicable to Reading for Information Standard</p>	KR9: Make connections between self, text, and the world. (RI/RL)

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KW1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	KW1: Use a combination of drawing, dictating, oral expression , and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic.
KW2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	KW2: Use a combination of drawing, dictating, oral expression , and/or emergent writing to name a familiar topic and supply information.
KW3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely-linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	KW3: Use a combination of drawing, dictating, oral expression , and/or emergent writing to narrate an event or events in a sequence.
KW4	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
KW5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
KW6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
KW7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
KW8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).
KW9	(Begins in grade 4)	W5: Begins in grade 4
KW10	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the

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		beginning of each grade level for more guidance.
KW11	Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	KW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).
KSL1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue conversations through multiple exchanges. c. Seek to understand and communicate with individuals from different cultural backgrounds. 	KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. KLS1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. KSL1b: Participate in conversations through multiple exchanges. KLS1c: Consider individual differences when communicating with others.
KSL2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	KSL2: Participate in a conversation about features of diverse texts and formats.
KSL3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	KSL3: Develop and answer questions to clarify what the speaker says.
KSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	KSL4: Describe familiar people, places, things, and events with detail.
KSL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	KSL5: Create and/or utilize existing visual displays to support descriptions.
KSL6	Speak audibly and express thoughts, feelings, and ideas clearly.	KSL6: Express thoughts, feelings, and ideas.
KL1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by 	

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	<p>adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>
KL2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
KL3	(Begins in grade 2)	L3: Begins in grade 2.
KL4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following.</p> <p>KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to duck).</p> <p>KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of a word.</p>
KL5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of</p>	<p>KL5: Explore and discuss word relationships and word meanings.</p> <p>KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating</p>

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	<p>frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>them to their opposites (antonyms).</p> <p>KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are <i>colorful</i>).</p> <p>KL5d: Explore variations among verbs that describe the same general action (e.g., <i>walk, march, gallop</i>) by acting out the meanings.</p>
KL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to.

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1RF1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1RF1: Demonstrate understanding of the organization and basic features of print. 1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1RF2a: Count, blend and segment single syllable words that include consonant blends. 1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words. 1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken words.
1RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling -sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	1RF3: Know and apply phonics and word analysis skills in decoding words. 1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th). 1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams). 1RF3c: Decode regularly spelled one-syllable words. 1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound. 1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables. 1RF3f: Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked). 1RF3g: Read most common high-frequency words by sight.
1RF4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. a. Read grade-level text orally with	1RF4: Read beginning reader texts, appropriate to individual student ability , with sufficient accuracy and fluency to support comprehension.

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	<p>accuracy, appropriate rate, and expression on successive readings.</p> <p>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
1R1	<p>RL: Ask and answer questions about key details in a text.</p> <p>RI: Ask and answer questions about key details in a text.</p>	1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)
1R2	<p>RL: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI: Identify the main topic and retell key details of a text.</p>	1R2: Identify a main topic or idea in a text and retell important details. (RI&RL)
1R3	<p>RL: Describe characters, settings, and major events in a story, using key details.</p> <p>RI: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
1R4	<p>RL: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	1R4: Identify specific words that express feelings and senses. (RI&RL)
1R5	<p>RL: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	1R5: Identify a variety of genres and explain differences between literary texts and informational texts. (RI&RL)
1R6	<p>RL: Identify who is telling the story at various points in a text.</p> <p>RI: Distinguish between information</p>	1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

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	provided by pictures or other illustrations and information provided by the words in a text.	
1R7	<p>RL: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI: Use the illustrations and details in a text to describe its key ideas</p>	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
1R8	<p>RL: (Not applicable to literature)</p> <p>RI: Identify the reasons an author gives to support points in a text.</p>	1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)
1R9	<p>RL: Compare and contrast the adventures and experiences of characters in stories.</p> <p>a. With prompting and support, students will make cultural connections to text and self.</p> <p>RI: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	Omitted. See 1R9 (2017 Standards) for connections between texts. 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
1R10	<p>RL: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI: With prompting and support, read informational texts appropriately complex for grade 1.</p>	Please see the “Range of Student Reading Experiences for 1st Grade” section included in the introduction to the 1st Grade Standards.
1R11	<p>RL: Make connections between self, text, and the world around them (text, media, social interaction).</p> <p>RI: Not applicable to Reading for Information Standard</p>	1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
1W1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.
1W2	Write informative/explanatory texts in which they name a topic , supply some facts about the topic, and provide some sense of closure.	1W2: Write an informative/explanatory text to introduce a topic , supplying some facts to develop points, and provide some sense of closure.

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1W3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.
1W4	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
1W5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
1W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
1W7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
1W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
1W9	(Begins in grade 4)	W5: Begins in Grade 4.
1W10	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
1W11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, art work, or other).

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1SL1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds. 	1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). 1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1SL1c: Ask questions to clear up any confusion about topics and texts under discussion. 1SL1d: Consider individual differences when communicating with others.
1SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1SL2: Develop and answer questions about key details in diverse texts and formats.
1SL3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.
1SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
1SL5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.
1SL6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 for specific expectations.)	1SL6: Express thoughts, feelings, and ideas clearly , using complete sentences when appropriate to task, situation, and audience.
1L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>). d. Use personal, possessive, and indefinite 	

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	<p>pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>
1L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
1L3	(Begins in grade 2)	
1L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words</p>	<p>1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1L4b: Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1L4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g.,</p>

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	(e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	<i>looks, looked, looking</i>).
1L5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. 	<p>1L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>1L5b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are <i>cozy</i>).</p> <p>1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>
1L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

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2RF1	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF2	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>2RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p>2RF3b: Decode short and long vowel sounds in two-syllable words.</p> <p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> <p>2RF3e: Read all common high-frequency words by sight.</p>
2RF4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
2R1	<p>RL: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)</p>
2R2	<p>RL: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or</p>	<p>2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)</p>

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	<p>moral.</p> <p>RI: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text</p>	
2R3	<p>RL: Describe how characters in a story respond to major events and challenges.</p> <p>RI: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>2R3: In literary texts, describe how characters respond to major events and challenges. (RL)</p> <p>In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)</p>
2R4	<p>RL: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)</p>
2R5	<p>RL: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>RI: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)</p>
2R6	<p>RL: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)</p>
2R7	<p>RL: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI: Explain how specific images (e.g., a</p>	<p>2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)</p>

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	diagram showing how a machine works) contribute to and clarify a text.	
2R8	RL: (Not applicable to literature) RI: Describe how reasons support specific points the author makes in a text.	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)
2R9	RL: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI: Compare and contrast the most important points presented by two texts on the same topic.	Omitted. See 2R9 (2017 Standards) for connections between texts. 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
2R10	RL: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Please see the “Range of Student Reading Experiences for 2nd Grade” section included in the introduction to the 2nd Grade Standards.
2R11	RL: Make connections between self, text, and the world around them (text, media, social interaction). RI: Not applicable to Reading for Information Standard	2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
2W1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. Please note: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons.
2W2	Write informative/explanatory texts in which they introduce a topic, use facts and	2W2: Write informative/explanatory texts that introduce a topic, use facts and other

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	definitions to develop points, and provide a concluding statement or section	information to develop points, use content-specific language , and provide a concluding statement or section.
2W3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
2W4	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
2W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
2W7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
2W8	Recall information from experiences or gather information from provided sources to answer a question.	2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.
2W9	(Begins in grade 4)	W5: Begins in grade 4.
2W10	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
2W11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).
2SL1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with	2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. 2LS1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 2SL1b: Build on others’ talk in conversations by

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	<p>care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p>linking their comments to the remarks of others through multiple exchanges.</p> <p>2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>2SL2d: Consider individual differences when communicating with others.</p>
2SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2SL2: Recount or describe key ideas or details of diverse texts and formats.
2SL3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).
2SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2SL5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.
2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.
2L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs</p>	

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	<p>(e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>
2L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
2L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>2L3a: Compare academic and conversational uses of English.</p>
2L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>2L4d: Use knowledge of the meaning of</p>

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	<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>
2L5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2L5a: Identify real-life connections between words and their use.</p> <p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> <p>New 2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>
2L6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

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3RF1	There is not a grade 3 standard for this concept. Please see preceding grades for more information.	
3RF2	There is not a grade 3 standard for this concept. Please see preceding grades for more information.	
3RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 3RF3a: Identify and know the meaning of the most common prefixes and suffixes. 3RF3d: Identify, know the meanings of , and decode words with suffixes. 3RF3c: Decode multi-syllabic words. 3RF3e: Recognize and read grade-appropriate irregularly spelled words.
3RF4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3R1	RL: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
3R2	RL: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)

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	<p>RI: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
3R3	<p>RL: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)</p> <p>In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p>
3R4	<p>RL: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>RI: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)</p>
3R5	<p>RL: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)</p> <p>In informational texts, identify and use text features to build comprehension. (RI)</p>
3R6	<p>RL: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI: Distinguish their own point of view from that of the author of a text.</p>	<p>3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI&RL)</p>
3R7	<p>RL: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)</p>

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	<p>RI: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	
3R8	<p>RL: (Not applicable to literature)</p> <p>RI: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)
3R9	<p>RL: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	Omitted. See 3R9 (2017 Standards) for connections between texts. 3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)
3R10	<p>RL: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	Please see the “Range of Student Reading Experiences for 3rd Grade” section included in the introduction to the 3rd Grade Standards.
3R11	<p>RL: Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>a. Self-select text based upon personal preferences.</p> <p>RI: Not applicable to Reading for Information Standard</p>	3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)
3W1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are</p>	<p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>3W1a: Introduce a claim, supported by details,</p>

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	<p>writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>and organize the reasons and evidence logically.</p> <p>3W1b: Use precise language and content-specific vocabulary.</p> <p>3W1c: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W1d: Provide a concluding statement or section.</p>
3W2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>3W2a: Introduce a topic and organize related information together.</p> <p>3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</p> <p>3W2c: Use precise language and content-specific vocabulary.</p> <p>3W2d: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W2e: Provide a concluding statement or section.</p>
3W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>3W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3W3c: Use temporal words and phrases to signal event order.</p> <p>3W3d: Provide a conclusion.</p>
3W4	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations</p>	

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	for writing types are defined in standards 1–3 above.)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
3W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	
3W6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
3W7	Conduct short research projects that build knowledge about a topic.	3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.
3W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.
3W9	(Begins in grade 4)	W5: Begins in grade 4.
3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
3W11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	
3SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with	3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults , expressing ideas clearly, and building on those of others. 3LS1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. 3SL1c: Ask questions to check understanding of information presented and link comments

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	<p>care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p>to the remarks of others.</p> <p>3SL1d: Explains their own ideas and understanding of the discussion.</p> <p>3SL1e: Consider individual differences when communicating with others.</p>
3SL2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
3SL3	Ask and answer questions about information from a speaker , offering appropriate elaboration and detail.	3SL3: Ask and answer questions in order to evaluate a speaker's point of view , offering appropriate elaboration and detail.
3SL4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3SL5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.
3SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	3SL6: Identify contexts that call for academic English or informal discourse.
3L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p>	

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	<ul style="list-style-type: none"> e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use these skills by the end of 5th grade.</p>
3L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	
3L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	<p>3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.</p> <p>3L3a: Choose words and phrases for effect.</p> <p>3L3b: Recognize and observe differences between the conventions of spoken and written academic English.</p>

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3L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies, including, but not limited to the following.</p> <p>3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>
3L5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	<p>3L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
3L6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>

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4RF1	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF2	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4RF4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4R1	RL: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
4R2	RL: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RI: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

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4R3	<p>RL: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RI: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)</p> <p>In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>
4R4	<p>RL: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p> <p>RI: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)</p>
4R5	<p>RL: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</p> <p>In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>
4R6	<p>RL: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p> <p>In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)</p>
4R7	<p>RL: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where</p>	<p>4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations,</p>

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	<p>each version reflects specific descriptions and directions in the text.</p> <p>RI: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>and explain how the information contributes to an understanding of the text). (RI&RL)</p>
4R8	<p>RL: (Not applicable to literature)</p> <p>RI: Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)</p>
4R9	<p>RL: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Omitted. See 4R9 (2017 Standards) for connections between texts. 4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)</p>
4R10	<p>RL: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Please see the “Range of Student Reading Experiences for 4th Grade” section included in the introduction to the 4th Grade Standards.</p>
4R11	<p>RL: Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.</p>	<p>4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)</p>

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	<p>a. Self-select text based upon personal preferences.</p> <p>RI: Not applicable to Reading for Informational Standard</p>	
4W1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p> <p>4W1b: Use precise language and content-specific vocabulary.</p> <p>4W1c: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W1d: Provide a concluding statement or section related to the argument presented.</p>
4W2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.</p> <p>4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p> <p>4W2d: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W2c: Use precise language and content-specific vocabulary.</p> <p>4W2e: Provide a concluding statement or section related to the information or explanation presented.</p>

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4W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p>	<p>4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p>4W3c: Use transitional words and phrases to manage the sequence of events.</p> <p>4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4W3e: Provide a conclusion that follows from the narrated experiences or events.</p>
4W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
4W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	
4W6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
4W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic	4W6: Conduct research to answer questions, including self-generated questions , and to build knowledge through investigating multiple aspects of a topic.
4W8	Recall relevant information from experiences or gather relevant information	4W7: Recall relevant information from experiences or gather relevant information from

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	from print and digital sources; take notes and categorize information, and provide a list of sources.	multiple sources; take notes and categorize information, and provide a list of sources.
4W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.
4W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	Please see the "Lifelong Practices of Writers." These Practices outline expectations for clear and coherent writing. Also see the section on "Production and Range of Writing" at the beginning of each grade level for more guidance.
4W11	Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.
4SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and	4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. 4LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles. 4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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	<p>explain their own ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p>	<p>See 4SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</p>
4SL2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>
4SL3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>4SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>
4SL4	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p>
4SL5	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>
4SL6	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p>4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>
4L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). 	

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	<ul style="list-style-type: none"> e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use these skills by the end of 5th grade.</p>
4L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	
4L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4L3a: Choose words and phrases to convey ideas precisely.</p> <p>4L3b: Choose punctuation for effect.</p> <p>4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
4L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the 	<p>4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and</p>

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	pronunciation and determine or clarify the precise meaning of key words and phrases.	phrases.
4L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4L5a: Explain the meaning of simple similes and metaphors in context. 4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs. 4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.
4L6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	4L6: Acquire and accurately use general academic and content -specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

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5RF1	There is not a grade 5 standard for this concept. Please see preceding grades for more information.	
5RF2	There is not a grade 5 standard for this concept. Please see preceding grades for more information.	
5RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5RF4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5R1	RL: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
5R2	RL: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text. RI: Identify two or more main ideas of a text and explain how they are supported by key details ; summarize the text.	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
5R3	RL: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

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	RI: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)
5R4	<p>RL: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RI: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)
5R5	<p>RL: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p> <p>In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RL)</p>
5R6	<p>RL: Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>a. Recognize and describe how an author's background and culture affect his or her perspective.</p> <p>RI: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	<p>5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL)</p> <p>In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p>
5R7	<p>RL: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RI: Draw on information from multiple print or digital sources, demonstrating the ability</p>	5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

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	to locate an answer to a question quickly or to solve a problem efficiently.	
5R8	<p>RL: (Not applicable to literature)</p> <p>RI: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims . (RI&RL)
5R9	<p>RL: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	Omitted. See 5R9 for connections between texts. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)
5R10	<p>RL: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RI: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	Please see the “Range of Student Reading Experiences for 5th Grade” section included in the introduction to the 5th Grade Standards.
5R11	<p>RL: Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>a. Self-select text to develop personal preferences regarding favorite authors.</p> <p>b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.</p> <p>RI: Not applicable to Reading for Information Standard</p>	5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)
5W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and	5W1: Write an argument to support claims with clear reasons and relevant evidence .

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	<p>information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>5W1a: Introduce a precise claim and organize the reasons and evidence logically.</p> <p>5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.</p> <p>5W1c: Use precise language and content-specific vocabulary while writing an argument.</p> <p>5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W1e: Provide a concluding statement or section related to the argument presented.</p> <p>5W1f: Maintain a style and tone appropriate to the writing task.</p>
5W2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.</p> <p>5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</p> <p>5W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W2e: Provide a concluding statement or section related to the information or explanation presented.</p> <p>5W2f: Establish a style aligned to a subject area or task.</p>
5W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator</p>	<p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>5W3a: Establish a situation and introduce a narrator and/or characters.</p>

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	<p>and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5W3e: Provide a conclusion that follows from the narrated experiences or events.</p>
5W4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
5W5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	
5W6	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	
5W7	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	
5W8	<p>Recall relevant information from experiences or gather relevant information</p>	<p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p>5W7: Recall relevant information from experiences or gather relevant information from</p>

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	from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
5W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
5W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
5W11	<p>Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.</p> <p>a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p>	5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.
5SL1	Engage effectively in a range of collaborative discussions (one-on-one, in	5SL1: Engage effectively in a range of collaborative discussions with diverse partners;

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	<p>groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p> <p>f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>express ideas clearly and persuasively, and build on those of others</p> <p>5LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5SL1d: Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions.</p> <p>See 5SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</p>
5SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5SL2: Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).
5SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.
5SL4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
5SL5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to	5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.

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	enhance the development of main ideas or themes.	
5SL6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.
5L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use these skills by the end of 5th grade.</p>
5L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	

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5L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
5L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
5L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. 	<p>5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5L5a: Interpret figurative language, including similes and metaphors, in context.</p> <p>5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>New 5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
5L6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>,</p>	<p>5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>,</p>

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	<i>although, nevertheless, similarly, moreover, in addition).</i>	<i>moreover, in addition).</i>

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6R1	<p>RL: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
6R2	<p>RL: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	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)
6R3	<p>RL: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>
6R4	<p>RL: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
6R5	<p>RL: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RI: Analyze how a particular sentence,</p>	<p>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)</p> <p>In informational texts, analyze how a particular</p>

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	paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas . (RI)
6R6	<p>RL: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>a. Explain how an author’s geographic location or culture affects his or her perspective.</p> <p>RI: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL)</p> <p>Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)</p>
6R7	<p>RL: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RI: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)</p>
6R8	<p>RL: (Not applicable to literature)</p> <p>RI: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)</p>
6R9	<p>RL: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>a. Use their experience and their knowledge of language and logic, as well</p>	<p>Omitted. See 6R9 (2017 standard) below for connections between texts. 6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>

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	as culture, to think analytically, address problems creatively, and advocate persuasively.	
6R10	<p>RL: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Please see the “Range of Student Reading Experiences for 6th Grade” section included in the introduction to the 6th Grade Standards.
6R11	<p>RL: Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <ol style="list-style-type: none"> Self-select text based on personal preferences. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. <p>RI: Not applicable to Reading for Information Standard</p>	6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)
6W1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>6W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6W1f: Maintain a style and tone appropriate to</p>

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		<p>the writing task.</p> <p>6W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>
6W2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>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.</p> <p>6W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6W2f: Establish and maintain a style appropriate to the writing task.</p> <p>6W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>
6W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or</p>	<p>6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p> <p>6W3a: Engage the reader by introducing a narrator and/or characters.</p> <p>6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6W3d: Use precise words and phrases, relevant</p>

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	<p>characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>descriptive details, and sensory language to convey experiences and events.</p> <p>6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
6W4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
6W5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>	
6W6	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	
6W7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p>
6W8	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>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.</p>

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6W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”)</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable.</p>
6W10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
6W11	<p>Create and present a text or art work in response to a literary work.</p> <p>a. Develop a perspective or theme supported by relevant details.</p> <p>b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p> <p>c. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</p>	<p>6W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>
6SL1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and</p>	<p>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>6LS1a: 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.</p> <p>6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>6SL1c: Pose and respond to specific questions with elaboration and detail by making</p>

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	<p>define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p>	<p>comments that contribute to the topic, text, or issue under discussion.</p> <p>6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>See 6SL1 about working with diverse partners. Also see “Introduction and Practices” for guidance around the importance of different perspectives and cultural backgrounds.</p>
6SL2	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.</p>
6SL3	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>6SL3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
6SL4	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>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.</p>
6SL5	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p>
6SL6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

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6L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use these skills by the end of 8th grade.</p>
6L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. 	
6L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone 	<p>6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6L3a: Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>6L3b: Maintain consistency in style and tone.</p>
6L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the 	<p>6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>

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	<p>meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult 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.</p> <p>d. 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).</p>	<p>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.</p> <p>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).</p>
6L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6L5a: Interpret figurative language, including personification, in context.</p> <p>6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>6L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
6L6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>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.</p>

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7R1	<p>RL: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
7R2	<p>RL: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	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)
7R3	<p>RL: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RI: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>
7R4	<p>RL: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings . (RI&RL)
7R5	RL: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas.(RL)

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	RI: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	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 and central ideas. (RI)
7R6	<p>RL: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>a. Analyze stories, drama, or poems by authors who represent diverse world cultures.</p> <p>RI: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)</p> <p>In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)</p>
7R7	<p>RL: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RI: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)
7R8	<p>RL: (Not applicable to literature)</p> <p>RI: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced . (RI&RL)
7R9	<p>RL: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI: Analyze how two or more authors writing about the same topic shape their presentations of key information by</p>	<p>Omitted. See 7R9 for connections between texts. 7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>

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	<p>emphasizing different evidence or advancing different interpretations of facts.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	
7R10	<p>RL: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>RI: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Please see the “Range of Student Reading Experiences for 7th Grade” section included in the introduction to the 7th Grade Standards.
7R11	<p>RL: Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>a. Self-select text based on personal preferences.</p> <p>b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces</p> <p>RI: Not applicable to Reading for Information Standard</p>	7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)
7W1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to</p>	<p>7W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>7W1d: Use appropriate transitions to create</p>

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	<p>create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>cohesion and clarify the relationships among ideas and concepts.</p> <p>7W1f: Maintain a style and tone appropriate to the writing task.</p> <p>7W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>7W1c: Use precise language and content-specific vocabulary to argue a claim.</p>
7W2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>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.</p> <p>7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>7W2f: Establish and maintain a style appropriate to the writing task.</p> <p>7W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>
7W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by</p>	<p>7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p>7W3a: Engage the reader by establishing a point</p>

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	<p>establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>of view and introducing a narrator and/or characters.</p> <p>7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
7W4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
7W5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p>	
7W6	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	
7W7	<p>Conduct short research projects to answer a question, drawing on several sources and</p>	<p>7W6: Conduct research to answer questions, including self-generated questions, drawing on</p>

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	generating additional related, focused questions for further research and investigation.	multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
7W8	Gather relevant information from multiple print and digital sources, using search terms effectively ; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	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.
7W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable.
7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
7W11	Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. a. Make deliberate, personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	7W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.
7SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse	7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build

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	<p>partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>on those of others.</p> <p>7LS1a: 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.</p> <p>7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>7SL1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.</p> <p>See 7SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</p>
7SL2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively</p>	<p>7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</p> <p>7SL2a: Omitted</p>
7SL3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>
7SL4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear</p>	<p>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.</p>

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	pronunciation.	
7SL5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.
7SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)	7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use these skills by the end of 8th grade.
7L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly. 	
7L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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7L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). 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. 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). 	<p>7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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.</p> <p>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).</p>
7L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 	<p>7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7L5a: Interpret figurative language, including allusions, in context.</p> <p>7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>7L5c: Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).</p>
7L6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a</p>	<p>7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to</p>

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	word or phrase important to comprehension or expression.	comprehension or expression.

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8R1	<p>RL: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
8R2	<p>RL: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RI: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	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)
8R3	<p>RL: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>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)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>
8R4	<p>RL: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings . (RI&RL)

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8R5	<p>RL: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RI: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	8R5: In literary texts and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)
8R6	<p>RL: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</p> <p>RI: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</p> <p>In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>
8R7	<p>RL: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RI: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	8R7: Evaluate the advantages and disadvantages of using different media-- text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)
8R8	<p>RL: (Not applicable to literature)</p> <p>RI: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)
8R9	RL: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional	Omitted. See 8R9 (2017 Standards) for connections between texts. 8R9: Choose and develop criteria in order to evaluate the quality

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	<p>stories, or religious works such as the Bible, including describing how the material is rendered new</p> <p>RI: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>
8R10	<p>RL: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>RI: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Please see the “Range of Student Reading Experiences for 8th Grade” section included in the introduction to the 8th Grade Standards.</p>
8R11	<p>RL: Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>a. Self-select text to develop personal preferences.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p> <p>RI: Not applicable to Reading for Information Standard</p>	<p>8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>
8W1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p>

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	<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>8W1f: Maintain a style and tone appropriate to the writing task.</p> <p>8W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>
8W2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>8W2a: 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.</p> <p>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.</p> <p>8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>8W2f: Establish and maintain a style appropriate to the writing task.</p> <p>8W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>

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8W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition 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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p> <p>8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p>8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p> <p>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.</p> <p>8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
8W4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
8W5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to</p>	

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	and including grade 8.)	
8W6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
8W7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	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.
8W8	Gather relevant information from multiple print and digital sources, using search terms effectively ; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	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.
8W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.
8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.

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8W11	<p>Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.</p> <p>a. Make well-supported personal, cultural, textual, and thematic connections across genres.</p> <p>b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>8W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>
8SL1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>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.</p> <p>8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.</p> <p>See 8SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</p>
8SL2	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its</p>	<p>8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

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	<p>presentation.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	
8SL3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.
8SL4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound -valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation .	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 .
8SL5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience .
8SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and for specific expectations.)	8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use these skills by the end</p>
8L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash)</p>	

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	<p>to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>of 8th grade.</p>
8L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>8L3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
8L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. 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.</p> <p>d. 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).</p>	<p>8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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.</p> <p>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).</p>
8L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p>	<p>8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>8L5a: Interpret figures of speech including irony and puns in context.</p> <p>8L5b: Use the relationship between particular words to better understand each of the words.</p>

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	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	8L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
8L6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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.

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9-10R1	<p>RL: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)
9-10R2	<p>RL: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
9-10R3	<p>RL: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)</p> <p>In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)</p>
9-10R4	RL: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or	9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood . Examine technical or key terms and how language differs across genres. (RI&RL)

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	<p>informal tone).</p> <p>RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	
9-10R5	<p>RL: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RI: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)</p> <p>In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)</p>
9-10R6	<p>RL: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)</p>
9-10R7	<p>RL: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> <p>a. Analyze works by authors or artists who represent diverse world cultures.</p> <p>RI: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized</p>	<p>9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)</p>

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	in each account.	
9-10R8	<p>RL: (Not applicable to literature)</p> <p>RI: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)
9-10R9	<p>RL: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RI: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts:</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.</p>	<p>This standard was omitted; however, students should still make connections between texts. For example, see 9-10R9 (2017 standard):</p> <p>9-10R: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p> <p>(RI&RL)</p>
9-10R10	<p>RL: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>RI: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary</p>	<p>Please see the “Range of Student Reading Experiences for 9th-10th Grade” section included in the introduction to the 9th -10th Grade Standards.</p>

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	nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	
9-10R11	<p>RL: Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p> <p>RI: Not applicable to Reading for Information Standard</p>	<p>9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>
9-10W1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.</p> <p>9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>9-10W1f: Maintain a style and tone appropriate to the writing task.</p> <p>9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</p> <p>9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>

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	e. Provide a concluding statement or section that <i>follows from and supports the argument presented</i> .	
9-10W2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p>9-10W2f: Establish and maintain a style appropriate to the writing task.</p> <p>9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>
9-10W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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	<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>	<p>9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</p> <p>9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.</p> <p>9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
9-10W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
9-10W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	
9-10W6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other	

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	information and to display information flexibly and dynamically.	
9-10W7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints.	9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
9-10W8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
9-10W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.
9-10W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes,	Please see the “Lifelong Practices of Writers” and “Production and Range of Writing” descriptions for each grade for more about the writing process expectations.

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	and audiences.	
9-10W11	<p>Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p> <p>a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.</p> <p>b. Identify, analyze, and use elements and techniques of various genres of literature.</p> <p>c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</p>	<p>9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p>
9-10SL1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p>9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>

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	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>See 9-10SL1 about working with diverse partners. Also see “Introduction and Practices” for guidance regarding the importance of different perspectives and cultural backgrounds.</p>
9-10SL2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.
9-10SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.
9-10SL4	Present information , findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	9-10SL4: Present claims , findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
9-10SL5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience .
9-10SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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9-10L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use these skills by the end of 12th grade.</p>
9-10L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	
9-10L3	<p>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.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. 	<p>9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.</p>
9-10L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different 	<p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

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	<p>meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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, its part of speech, or its etymology.</p> <p>d. 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).</p>	<p>9-10L4c: 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, its part of speech, or its etymology.</p> <p>9-10L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
9-10L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.</p> <p>9-10L5b: Analyze nuances in the meaning of words with similar denotations.</p>
9-10L6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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11-12R1	<p>RL: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)</p>
11-12R2	<p>RL: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)</p>
11-12R3	<p>RL: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>11-12R3: In literary texts, analyze the impact of author's choices. (RL)</p> <p>In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p>
11-12R4	<p>RL: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or</p>	<p>11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and</p>

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	<p>language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p>	<p>refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p>
11-12R5	<p>RL: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)</p> <p>In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</p>
11-12R6	<p>RL: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p>
11-12R7	<p>RL: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>a. Analyze multiple interpretations of full</p>	<p>11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)</p> <p>In informational texts, integrate and evaluate sources on the same topic or argument in order</p>

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	<p>length works by authors who represent diverse world cultures.</p> <p>RI: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	to address a question, or solve a problem. (RI)
11-12R8	<p>RL: (Not applicable to literature)</p> <p>RI: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	11-12R8: Delineate and evaluate an argument in applicable texts , applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)
11-12R9	<p>RL: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p>	<p>This standard was omitted; however, students should still make connections between texts. For example, see 9-10R9 (2017 standard).</p> <p>9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>
11-12R10	RL: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the	Please see the “Range of Student Reading Experiences for 11 th -12 th Grade” section included in the introduction to the 11 th -12 th Grade Standards.

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	<p>grades 11–CCR text complexity band independently and proficiently.</p> <p>RI: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	
11-12R11	<p>RL: Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p> <p>RI: Not applicable to Reading for Information Standards</p>	<p>11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>
11-12W1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that</p>	<p>11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases.</p> <p>11-12W1c: Use precise language, content-</p>

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	<p>anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>specific vocabulary and literary techniques to express the appropriate complexity of the topic.</p> <p>11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>11-12W1f: Maintain a style and tone appropriate to the writing task.</p> <p>11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>
11-12W2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as</p>	<p>11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts</p> <p>11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p> <p>11-12W2f: Establish and maintain a style appropriate to the writing task.</p>

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	<p>metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>
11.12W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>	<p>11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</p> <p>11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

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11-12W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
11-12W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	
11-12W6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
11-12W7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints.	11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
11-12W8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.
11-12W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate	11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.

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	<p>knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	
11-12W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
11-12W11	<p>Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</p> <p>a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</p> <p>b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.</p> <p>c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.</p> <p>Explain connections between the original and the created work.</p>

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11-12SL1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p>11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p> <p>See 11-12SL1 about working with diverse partners. Also see “Introduction and Practices” for guidance around the importance of different perspectives and cultural backgrounds.</p>
11-12SL2	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and</p>	<p>11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the</p>

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	accuracy of each source and noting any discrepancies among the data.	data to make informed decisions and solve problems.
11-12SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance , premises, links among ideas , word choice, points of emphasis , and tone used.	11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.
11-12SL4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning , alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks .	11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience .
11-12SL5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience .
11-12SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
11-12L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use these skills by the end of 12th grade.
11-12L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	

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11-12L3	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>11-12L3: 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.</p> <p>11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
11-12L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. 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, its part of speech, its etymology, or its standard usage.</p> <p>d. 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).</p>	<p>11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>11-12L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>11-12L4c: 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, its part of speech, its etymology, or its standard usage.</p> <p>11-12L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
11-12L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.</p> <p>11-12L5b: Analyze nuances in the meaning of words with similar denotations.</p>

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