

Pre-Kindergarten NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
PKR1: Participate in discussions about a text. (RI&RL)							
PKR2: Retell stories or share information from a text. (RI&RL)							
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)							
Craft and Structure							
PKR4: Exhibit an interest in learning new vocabulary. (RI&RL)							
PKR5: Interact with a variety of genres. (RI&RL)							
PKR6: Describe the role of an author and illustrator. (RI&RL)							
Integration of Knowledge and Ideas							
PKR7: Describe the relationship between illustrations and the text. (RI&RL)							
R8: Begins in kindergarten							
PKR9: Make connections between self, text, and the world. (RI&RL)							
Print Concepts							
PKRF1: Demonstrate understanding of the organization and basic features of print.							
PKRF1a: Recognize that words are read from left to right, top to bottom and page to page.							
PKRF1b: Recognize that spoken words are represented in written language.							
PKRF1c: Understand that words are separated by spaces in print.							
PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.							
PKRF1e: Recognize that letters are grouped to form words.							
PKRF1f: Differentiate letters from numerals.							
PKRF1g: Identify front cover and back cover.							

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	R	E	A	L	Total	Data	Vert
Phonological Awareness							
PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).							
PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).							
PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).							
PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).							
Phonics and Word Recognition							
PKRF3: Demonstrate emergent phonics and word analysis skills.							
PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.							
Fluency							
PKRF4: Displays emergent reading behaviors with purpose and understanding.							
Text Types and Purposes							
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: 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: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.							
PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).							
Research to Build and Present Knowledge							
PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.							

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	R	E	A	L	Total	Data	Vert
PKW7: Engage in a discussion using gathered information from experiences or provided resources.							
Comprehension and Collaboration							
PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.							
PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.							
PKSL1b: Participate in conversations through multiple exchanges.							
PKSL1c: Consider individual differences when communicating with others.							
PKSL2: Interact with diverse formats and texts.							
PKSL3: Identify the speaker.							
Presentation of Knowledge and Ideas							
PKSL4: Describe familiar people, places, things, and events.							
PKSL5: Create a visual display.							
PKSL6: Express thoughts, feelings, and ideas.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Vocabulary Acquisition and Use							
PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.							
PKL5: Explore and discuss word relationships and word meanings.							

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	R	E	A	L	Total	Data	Vert
PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.							
PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold).							
PKL5c: Use words to identify and describe the world around them							
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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	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
KR1: Develop and answer questions about a text.							
KR2: Retell stories or share key details from a text.							
KR3: Identify characters, settings, major events in a story, or pieces of information in a text.							
Craft and Structure							
KR4: Identify specific words that express feelings and senses							
KR5: Identify literary and informational texts.							
KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.							
Integration of Knowledge and Ideas							
KR7: Describe the relationship between illustrations & the text.							
KR8: Identify specific information to support ideas in a text.							
KR9: Make connections between self, text, and the world.							
Print Concepts							
KRF1: Demonstrate understanding of the organization and basic features of print.							
KRF1a: Follow words from left to right, top to bottom, and page by page.							
KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.							
KRF1c: Understand that words are separated by spaces in print.							
KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.							
KRF1e: Identify the front cover, back cover, and title page of a book.							
Phonological Awareness							
KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).							

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	R	E	A	L	Total	Data	Vert
KRF2a: Recognize and produce spoken rhyming words.							
KRF2b: Blend and segment syllables in spoken words.							
KRF2c: Blend and segment onsets and rimes of spoken words.							
KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.							
KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.							
Phonics and Word Recognition							
KRF3: Know and apply phonics and word analysis skills in decoding words.							
KRF3a: Demonstrate one-to-one letter sound correspondence by producing the primary sound or most frequent sound for each consonant.							
KRF3b: Decode short vowel sounds with common spellings.							
KRF3c: Decode some regularly spelled one syllable words.							
KRF3d: Read common high-frequency words by sight.							
Fluency							
KRF4: Will engage with emergent reader texts and read-alouds to demonstrate comprehension.							
Text Types and Purposes							
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 opinion.							
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, oral expression, and/or emergent writing to narrate an event or events in a sequence.							
KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).							

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Research to Build and Present Knowledge							
KW6: Develop questions and participate in shared research and exploration to answer questions & to build & share knowledge.							
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).							
Comprehension and Collaboration							
KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.							
KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.							
KSL1b: Participate in conversations through multiple exchanges.							
KSL1c: Consider individual differences when communicating with others.							
KSL2: Participate in a conversation about features of diverse texts and formats.							
KSL3: Develop and answer questions to clarify what the speaker says.							
Presentation of Knowledge and Ideas							
KSL4: Describe familiar people, places, things, and events with detail.							
KSL5: Create and/or utilize existing visual displays to support descriptions.							
KSL6: Express thoughts, feelings, and ideas.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							

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Vocabulary Acquisition and Use							
KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:							
KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).							
KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.							
KL5: Explore and discuss word relationships and word meanings.							
KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.							
KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)							
KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).							
KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.							
KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.							

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Key Ideas and Details							
1R1: Develop and answer questions about key ideas and details in a text.							
1R2: Identify a main topic or central idea in a text and retell important details.							
1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.							
Craft and Structure							
1R4: Identify specific words that express feelings and senses.							
1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.							
1R6: Describe how illustrations and details support the point of view or purpose of the text.							
Integration of Knowledge and Ideas							
1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.							
1R8: Identify specific information an author or illustrator gives that supports ideas in a text.							
1R9: Make connections between self and text (texts and other people/world).							
Print Concepts							
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).							
Phonological Awareness							
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.							

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	R	E	A	L	Total	Data	Vert
1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.							
Phonics and Word Recognition							
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.							
Fluency							
1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.							
1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.							
1RF4b: Use context to confirm or self correct word recognition and understanding, rereading as necessary.							
Text Types and Purposes							
1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.							
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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	R	E	A	L	Total	Data	Vert
1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.							
1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).							
Research to Build and Present Knowledge							
1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge							
1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.							
Comprehension and Collaboration							
1SL1: Participate in collaborative conversations with diverse peers and adults 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.							
1SLc: Ask questions to clear up any confusion about topics and texts under discussion							
1SLd: Consider individual differences when communicating with others.							
1SL2: Develop and answer questions about key details in diverse texts and formats							
1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.							
Presentation of Knowledge and Ideas							
1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.							
1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings							
1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience							

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Conventions of Academic English/Language for Learning							
Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Vocabulary Acquisition and Use							
1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.							
1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.							
1L4b: Use frequently occurring affixes as a clue to the meaning of a word.							
1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).							
1L5: Demonstrate understanding of word relationships and nuances in word meanings.							
1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.							
1L5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).							
1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).							
1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings							
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., because).							

Grade 2 NYS Next Generation ELA Standards

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	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.							
2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.							
2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.							
Craft and Structure							
2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.							
2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.							
2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text							
Integration of Knowledge and Ideas							
2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.							
2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.							
2R9: Make connections between self and text (texts and other people/world).							
Phonics and Word Recognition							
2RF3: Know and apply phonics and word analysis skills in decoding words.							
2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).							
2RF3b: Decode short and long vowel sounds in two-syllable words.							
2RF3c: Decode regularly spelled two-syllable words.							

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	R	E	A	L	Total	Data	Vert
2RF3d: Recognize and identify root words and common suffixes and prefixes.							
2RF3e: Read all common high-frequency words by sight.							
Fluency							
2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.							
2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.							
2RF4b: Use context to confirm or self correct word recognition and understanding, rereading as necessary.							
Text Types and Purposes							
2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. 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. For example, a student's opinion could be "I like cupcakes." A student's claim could be "Cupcakes are the best snack." A student's argument could be "Cupcakes are the best snack because..." with supporting reasons and evidence.							
2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section							
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: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).							
Research to Build and Present Knowledge							
2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.							
2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.							

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	R	E	A	L	Total	Data	Vert
Comprehension and Collaboration							
2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.							
2SL1a: 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 linking their comments to the remarks of others through multiple exchanges.							
2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.							
2SL1d: Consider individual differences when communicating with others.							
2SL2: Recount or describe key ideas or details of diverse texts and formats.							
2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).							
Presentation of Knowledge and Ideas							
2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly							
2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings							
2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Knowledge of Language							
2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.							

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	R	E	A	L	Total	Data	Vert
2L3a: Compare academic and conversational uses of English.							
Vocabulary Acquisition and Use							
2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.							
2L4a: Use sentence-level context as a clue to the meaning of a word or phrase							
2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).							
2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).							
2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).							
2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.							
2L5: Demonstrate understanding of word relationships and nuances in word meanings.							
2L5a: Identify real-life connections between words and their use.							
2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).							
2L5c: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).							
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., When other kids are happy that makes me happy.)							

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	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.							
3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.							
3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. 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.							
Craft and Structure							
3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words.							
3R5: In literary texts , identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza.							
3R5: In informational texts , identify and use text features to build comprehension.							
3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.							
Integration of Knowledge and Ideas							
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).							
3R8: Explain how claims in a text are supported by relevant reasons and evidence							
3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.							
Phonics and Word Recognition							
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.							

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	R	E	A	L	Total	Data	Vert
3RF3b: Decode multisyllabic words.							
3RF3c: Identify, know the meanings of, and decode words with suffixes.							
3RF3d: Recognize and read grade-appropriate irregularly spelled words							
Fluency							
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.							
Text Types and Purposes							
3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.							
3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.							
3W1b: Use precise language and content-specific vocabulary.							
3W1c: Use linking words and phrases to connect ideas within categories of information.							
3W1d: Provide a concluding statement or section.							
3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.							
3W2a: Introduce a topic and organize related information together.							
3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.							
3W2c: Use precise language and content-specific vocabulary.							
3W2d: Use linking words and phrases to connect ideas within categories of information.							
3W2e: Provide a concluding statement or section.							

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	R	E	A	L	Total	Data	Vert
3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.							
3W3a: Establish a situation and introduce a narrator and/or characters.							
3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.							
3W3c: Use temporal words and phrases to signal event order							
3W3d: Provide a conclusion.							
3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other)							
Research to Build and Present Knowledge							
3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.							
3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.							
Comprehension and Collaboration							
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.							
3SL1a: 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 to the remarks of others.							
3SL1d: Explain their own ideas and understanding of the discussion.							
3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).							

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	R	E	A	L	Total	Data	Vert
3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.							
Presentation of Knowledge and Ideas							
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: Include digital media and/or visual displays in presentations to emphasize certain facts or details.							
3SL6: Identify contexts that call for academic English or informal discourse.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Knowledge of Language							
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.							
3L3a: Choose words and phrases for effect.							
3L3b: Recognize and observe differences between the conventions of spoken and written standard English.							
Vocabulary Acquisition and Use							
3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:							
3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.							
3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).							

Grade 3 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).							
3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.							
3L5: Demonstrate understanding of word relationships and nuances in word meanings.							
3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).							
3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).							
3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).							
3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).							

Grade 4 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.							
4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.							
4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.							
Craft and Structure							
4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.							
4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions.							
4R5: In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.							
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. In informational texts, compare and contrast a primary and secondary source on the same event or topic							
Integration of Knowledge and Ideas							
4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text							
4R8: Explain how claims in a text are supported by relevant reasons and evidence.							
4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, & situations.							
Phonics and Word Recognition							
4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.							

Grade 4 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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.							
Fluency							
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.							
Text Types and Purposes							
4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.							
4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.							
4W1b: Use precise language and content-specific vocabulary.							
4W1c: Use transitional words and phrases to connect ideas within categories of information.							
4W1d: Provide a concluding statement or section related to the argument presented.							
4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.							
4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.							
4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.							
4W2c: Use precise language and content-specific vocabulary.							
4W2d: Use transitional words and phrases to connect ideas within categories of information							

Grade 4 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
4W2e: Provide a concluding statement or section related to the information or explanation presented.							
4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
4W3a: Establish a situation and introduce a narrator and/or characters							
4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events to show the responses of characters to situations							
4W3c: Use transitional words and phrases to manage the sequence of events.							
4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.							
4W3e: Provide a conclusion that follows from the narrated experiences or events							
4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience							
4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards							
Research to Build and Present Knowledge							
4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.							
4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.							
Comprehension and Collaboration							
4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.							
4SL1a: 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.							

Grade 4 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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.							
4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).							
4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.							
Presentation of Knowledge and Ideas							
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.							
4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.							
4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Knowledge of Language							
4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
4L3a: Choose words and phrases to convey ideas precisely.							
4L3b: Choose punctuation for effect.							

Grade 4 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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).							
Vocabulary Acquisition and Use							
4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.							
4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).							
4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.							
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 accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).							

Grade 5 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.							
5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.							
5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details 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.							
Craft and Structure							
5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.							
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.							
5R5: 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							
5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.							
Integration of Knowledge and Ideas							
5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.							
5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.							
5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences							

Grade 5 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Phonics and Word Recognition							
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.							
Fluency							
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							
Text Types and Purposes							
5W1: Write an argument to support claims with clear reasons and relevant evidence.							
5W1a: Introduce a precise claim and organize the reasons and evidence logically.							
5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.							
5W1c: Use precise language and content-specific vocabulary while writing an argument.							
5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.							
5W1e: Provide a concluding statement or section related to the argument presented.							
5W1f: Maintain a style and tone appropriate to the writing task.							
5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.							
5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.							

Grade 5 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.							
5W2c: Use precise language and content-specific vocabulary to explain a topic.							
5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.							
5W2e: Provide a concluding statement or section related to the information or explanation presented.							
5W2f: Establish a style aligned to a subject area or task							
5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.							
5W3a: Establish a situation and introduce a narrator and/or characters.							
5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.							
5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.							
5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.							
5W3e: Provide a conclusion that follows from the narrated experiences or events							
5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.							
5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.							
Research to Build and Present Knowledge							
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.							

Grade 5 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources							
Comprehension and Collaboration							
5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.							
5SL1a: 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.							
5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.							
5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others							
5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.							
5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).							
5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.							
Presentation of Knowledge and Ideas							
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 digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.							
5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							

Grade 5 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Knowledge of Language							
5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.							
5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.							
Vocabulary Acquisition and Use							
5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word/phrase							
5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).							
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.							
5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
5L5a: Interpret figurative language, including similes and metaphors, in context.							
5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.							
5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.							
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., however, although, nevertheless, similarly, moreover, in addition).							

Grade 6 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.							
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.							
6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed							
Craft and Structure							
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.							
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.							
6R5: In informational texts , analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.							
6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.							
Integration of Knowledge and Ideas							
6R7: Compare & contrast how different formats, including print & digital media, contribute to the understanding of a subject.							
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.							
6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.							

Grade 6 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Text Types and Purposes							
6W1: Write arguments to support claims with clear reasons and relevant evidence							
6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.							
6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text							
6W1c: Use precise language and content-specific vocabulary to argue a claim.							
6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts							
6W1e: Provide a concluding statement or section that explains the significance of the argument presented.							
6W1f: Maintain a style and tone appropriate to the writing task.							
6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.							
6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.							
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.							
6W2c: Use precise language and content-specific vocabulary to explain a topic.							
6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts							
6W2e: Provide a concluding statement or section that explains the significance of the information presented							
6W2f: Establish and maintain a style appropriate to the writing task.							

Grade 6 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.							
6W3a: Engage the reader by introducing a narrator and/or characters							
6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters							
6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.							
6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.							
6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.							
6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.							
Research to Build and Present Knowledge							
6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable							
6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.							
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.							
Comprehension and Collaboration							
6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others							
6LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to							

Grade 6 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
evidence on the topic, text, or issue to probe and reflect on ideas under discussion							
6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.							
6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.							
6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.							
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.							
6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.							
Presentation of Knowledge and Ideas							
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							
6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.							
6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (6-8L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (6-8L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							

Grade 6 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Knowledge of Language							
6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening							
6L3a: Vary sentence patterns for meaning, reader/listener interest, and style							
6L3b: Maintain consistency in style and tone.							
Vocabulary Acquisition and Use							
6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
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.							
6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).							
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.							
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).							
6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings							
6L5a: Interpret figurative language, including personification, in context.							
6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.							
6L5c: Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, un wasteful).							
6L6: Acquire and accurately use general academic and content-specific words & phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.							

Grade 7 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.							
7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.							
7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed							
Craft and Structure							
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.							
7R5: In literary texts, analyze how structure, including genre specific features, contributes to the development of themes and central 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.							
7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.							
Integration of Knowledge and Ideas							
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.							
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.							
7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.							

Grade 7 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Text Types and Purposes							
7W1: Write arguments to support claims with clear reasons and relevant evidence.							
7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.							
7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.							
7W1c: Use precise language and content-specific vocabulary to argue a claim.							
7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts							
7W1e: Provide a concluding statement or section that explains the significance of the argument presented.							
7W1f: Maintain a style and tone appropriate to the writing task.							
7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content							
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							
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.							
7W2c: Use precise language and content-specific vocabulary to explain a topic.							
7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.							
7W2e: Provide a concluding statement or section that explains the significance of the information presented.							
7W2f: Establish and maintain a style appropriate to the writing task.							

Grade 7 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.							
7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.							
7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.							
7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another							
7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.							
7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.							
7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.							
Research to Build and Present Knowledge							
7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.							
7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation							
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.							
Comprehension and Collaboration							
7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others							

Grade 7 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.							
7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.							
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.							
7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.							
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.							
7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.							
Presentation of Knowledge and Ideas							
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.							
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							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (6-8L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (6-8L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							

Grade 7 NYS Next Generation ELA Standards
Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Knowledge of Language							
7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
7L3a: Choose language that expresses ideas precisely and concisely, recognizing & eliminating wordiness & redundancy.							
Vocabulary Acquisition and Use							
7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
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.							
7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).							
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.							
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).							
7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
7L5a: Interpret figurative language, including allusions, in context.							
7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.							
7L5c: Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).							
7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.							

Grade 8 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences							
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.							
8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision in informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.							
Craft and Structure							
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.							
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.							
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. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.							
Integration of Knowledge and Ideas							
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.							
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.							
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.							

Grade 8 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Text Types and Purposes							
8W1: Write arguments to support claims with clear reasons and relevant evidence.							
8W1a: Introduce precise claim(s), acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.							
8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.							
8W1c: Use precise language and content-specific vocabulary to argue a claim.							
8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts							
8W1e: Provide a concluding statement or section that explains the significance of the argument presented.							
8W1f: Maintain a style and tone appropriate to the writing task.							
8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.							
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.							
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.							
8W2c: Use precise language and content-specific vocabulary to explain a topic.							
8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.							
8W2e: Provide a concluding statement or section that explains the significance of the information presented.							
8W2f: Establish and maintain a style appropriate to the writing task.							

Grade 8 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.							
8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.							
8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.							
8W3c: Use a variety of transitional words, phrases, & clauses to convey sequence, signal shifts from one time frame or setting to another, & show the relationships among experiences & events.							
8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.							
8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.							
8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate							
Research to Build and Present Knowledge							
8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.							
8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.							
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.							
Comprehension and Collaboration							
8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.							

Grade 8 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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.							
8SL1b: Follow norms for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.							
8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.							
8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.							
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.							
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.							
Presentation of Knowledge and Ideas							
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 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 & tasks, demonstrating command of formal English when indicated or appropriate.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (6-8L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (6-8L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							

Grade 8 NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Knowledge of Language							
8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
L3a: 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).							
Vocabulary Acquisition and Use							
8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
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.							
8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).							
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.							
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).							
8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
8L5a: Interpret figures of speech including irony and puns in context.							
8L5b: Use the relationship between particular words to better understand each of the words.							
8L5c: Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).							
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.							

Grade 9-10 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical							
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: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)							
Craft and Structure							
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)							
9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)							
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)							
Integration of Knowledge and Ideas							
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)							
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)							

Grade 9-10 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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)							
Text Types and Purposes							
9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.							
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.							
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.							
9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.							
9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.							
9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.							
9-10W1f: Maintain a style and tone appropriate to the writing task.							
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.							
9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.							
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.							
9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.							

Grade 9-10 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts							
9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.							
9-10W2f: Establish and maintain a style appropriate to the writing task.							
9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.							
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.							
9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.							
9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.							
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.							
9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.							
9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.							
9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.							
Research to Build and Present Knowledge							
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.							

Grade 9-10 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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.							
Comprehension and Collaboration							
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.							
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.							
9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.							
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.							
9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify/justify personal views & understanding & make new connections in light of the evidence and reasoning presented.							
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; identify any fallacious reasoning or exaggerated or distorted evidence.							
Presentation of Knowledge and Ideas							
9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, & style are appropriate to task, purpose, and audience.							
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.							

Grade 9-10 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (9-12L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (9-12L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Knowledge of Language							
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.							
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.							
Vocabulary Acquisition and Use							
9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
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.							
9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).							
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.							
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).							

Grade 9-10 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.							
9-10L5b: Analyze nuances in the meaning of words with similar denotations.							
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.							

Grade 11-12 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
Key Ideas and Details							
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)							
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)							
11-12R3: In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)							
Craft and Structure							
11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)							
11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) 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)							
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)							
Integration of Knowledge and Ideas							
11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)							

Grade 11-12 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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: 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)							
Text Types and Purposes							
11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.							
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.							
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.							
11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.							
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.							
11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.							
11-12W1f: Maintain a style and tone appropriate to the writing task.							
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.							
11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.							

Grade 11-12 Band NYS Next Generation ELA Standards

Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
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.							
11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.							
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.							
11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.							
11-12W2f: Establish and maintain a style appropriate to the writing task.							
11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.							
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.							
11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.							
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).							
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.							
11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.							

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Priority Standard

or

Support Standard

	R	E	A	L	Total	Data	Vert
11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.							
11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.							
Research to Build and Present Knowledge							
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.							
11-12W7: 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.							
Comprehension and Collaboration							
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.							
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.							
11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.							
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.							

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	R	E	A	L	Total	Data	Vert
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.							
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 data to make informed decisions and solve problems.							
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.							
Presentation of Knowledge and Ideas							
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 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.							
Conventions of Academic English/Language for Learning							
Anchor Standard 1 (9-12L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*							
Anchor Standard 2 (9-12L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*							
Knowledge of Language							
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.							

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or

Support Standard

	R	E	A	L	Total	Data	Vert
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.							
Vocabulary Acquisition and Use							
11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
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.							
11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).							
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							
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).							
11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.							
11-12L5b: Analyze nuances in the meaning of words with similar denotations.							
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.							