

NYSED Next Generation Literacy Grades 9-10 Crosswalk

Standard Code	2011 ELA Standard	2017 Revised ELA Standard
9-10RH1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	9-10 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
9-10RH2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	9-10 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
9-10RH3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	9-10 RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
9-10RH4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	9-10 RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
9-10RH5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	9-10 RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
9-10RH6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	9-10 RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
9-10RH7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	9-10 RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
9-10RH8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	9-10 RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9-10RH9	Compare and contrast treatments of the same topic in several primary and secondary sources.	9-10 RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.
9-10RH10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Please see the “Text Complexity Expectations for 6th–12th Grade” section in the introduction to the Literacy 6-12 Standards.
9-10RST1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	9-10 RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. , attending to the precise details of the source. Understand and follow a detailed set of directions.

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9-10RST2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	9-10 RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
9-10RST3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	See 9-10 RST1 (2017) for following a “detailed set of directions.”
9-10RST4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	9-10 RST4: Determine the meaning of symbols, key terms, and other content -specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
9-10RST5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	9-10 RST5: Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
9-10RST6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	9-10 RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.
9-10RST7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	9-10 RST7: Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
9-10RST8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	9-10 RST8: Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.
9-10RST9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
9-10RST10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	Please see the “Text Complexity Expectations for 6th-12th Grade” section in the introduction to the Literacy 6-12 Standards.

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		New 9-10 RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
9-10WHST1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<p>9-10 WHST1: Write arguments focused on discipline-specific content.</p> <p>9-10 WHST1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>9-10 WHST1b. Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>9-10 WHST1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>9-10 WHST1d. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>9-10 WHST1e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
9-10WHST2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, 	<p>9-10 WHST2: Write informative/explanatory text focused on discipline-specific content.</p> <p>9-10 WHST1a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10 WHST1b. Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>9-10 WHST1c. Use appropriate and varied</p>

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	<p>relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>9-10 WHST1d. Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p>9-10 WHST1e. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>
9-10WHST3	Not applicable as a separate requirement	New 9-10 WHST3: Write narratives to understand and event or topic, appropriate to discipline-specific norms, conventions, and tasks.
9-10WHST4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
9-10WHST5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
9-10WHST6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	

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9-10WHST7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9-10 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic , or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9-10WHST8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	9-10 WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10WHST9	Draw evidence from informational texts to support analysis, reflection, and research.	9-10 WHST7: Draw evidence from informational texts to support analysis, reflection, and research.
9-10WHST10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
		New 9-10 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.